DOCUMENT RESUME

ED 411 336 UD 031 867

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TITLE Alternative High School Scheduling. A View from the Student's Desk. Research Report.
INSTITUTION Metropolitan Educational Research Consortium, Richmond, VA.
PUB DATE 1997-01-00
NOTE 79p.; For related reports, see UD 031 866 and 868.
PUB TYPE Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Block Scheduling; Flexible Scheduling; *High School Students; High Schools; Inner City; Rural Schools; Satisfaction; *Student Attitudes; Suburban Schools; Surveys; *Teaching Methods; Time Blocks; *Time Factors (Learning); Urban Schools

ABSTRACT

In 1995 the Metropolitan Educational Research Consortium (MERC), Richmond (Virginia) commissioned a study of alternative high school scheduling modules to determine the effects of different schedules on teaching strategies, teacher and student satisfaction, and student and school performance. This report presents the results of an analysis of the survey administered to 2,430 students in 4 inner city, 5 suburban, and 4 rural schools in 1995. Six types of scheduling, two traditional and four variations of block schedules, were studied. Students in everyday semester long block schedules reported significantly more satisfaction with the number of courses available to them than students in everyday short block schedules and alternating long block schedules. Students in everyday long block schedules also reported that their teachers used significantly more group instruction than students in the other block schedules, and observation suggested that use of group instruction increases as the number of minutes in class increase. Students in everyday semester long block schedules also reported that their teachers were more likely to use portfolios. No significant findings were associated with schedule type for homework, student-teacher relationships, curriculum, and student satisfaction. Analysis did identify differences that may or may not have been related to scheduling. These differences are explored in the 10 appendixes that summarize findings in terms of effects of schedule type on various dependent variables and present a summary of some focus group interviews. (Contains 4 tables, 13 references, and the student survey.) (SLD)

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ED 411 336

# ALTERNATIVE HIGH SCHOOL SCHEDULING
## A View From The Student's Desk
## Research Report

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# ALTERNATIVE HIGH SCHOOL SCHEDULING

## A View From The Student's Desk

## Research Report

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January 1997

*The views expressed in MERC publications are those of individual authors and not necessarily those of the Consortium or its members.

## Executive Summary

### Alternative High School Scheduling

A View from the Student's Desk

In 1995, the Metropolitan Educational Research Consortium (MERC) commissioned a study of alternative high school scheduling models to determine the effects of different high school schedules on teaching strategies, teacher and student satisfaction, and student and school performance. Specifically, it was hypothesized that block schedules would (1) improve teacher classroom and work behavior, (2) improve the working conditions for teachers and students, and (3) improve student and school outcomes.

This briefing paper, our second report of the data, presents the results of the analysis of the survey administered to students in the Spring of 1995. This paper will also be followed by a third report in the Fall of 1996 which will present our analysis of the school and student performance data. A final report emanating from this research will focus on the teacher, student, and administrator issues which should be considered prior to adoption of a new high school schedule.

This paper's findings can be used to determine if block scheduling is accomplishing two of its three main intentions: (1) fostering teacher classroom and work behaviors which foster greater student involvement, and (2) creating better working conditions for students and teachers. The paper also lends itself to beginning a discussion regarding block scheduling's third intention of not lowering standards. Our third report will more directly address that purpose.

This analysis compared and contrasted the way students answered twenty-five questions concerning their perceptions and behaviors regarding teacher classroom behavior, and student work behavior. It reports student perceptions of three major effects of lengthening the amount of classroom time and establishes levels of student satisfaction with the scheduling options. For example,

1. Students in everyday semester long block schedules report significantly more satisfaction with the number of available courses to them than students in everyday short block schedules, and alternating long block schedules. Students on the alternating long block schedules which do not use a study block report the second highest level of satisfaction with the number of available courses. Students on the six period schedule are the least satisfied with the number of courses available to them.

2. Students in everyday semester long block schedules perceive their teachers using significantly more group instruction than students in alternating long block, and everyday short block schedules. Correlation coefficients indicated a positive relationship between minutes and length of time in the block. This finding suggests that use of group instruction increases as the number of minutes in class increase (and group instruction decreases as minutes decrease).

3. Students in everyday semester long block schedules report that their teachers use portfolios to assess their performance significantly more often than students in schools using six periods per day schedules and most alternating long block schedules.

4. No significant findings are associated with schedule type for homework, student/teacher relationships, curriculum and general student satisfaction. However, the analysis identified many significant differences, which may or may not be attributed to the schedule, when the data was analyzed by school. For example, why are students in one semester block school able to complete their homework in school to a significantly greater degree than other semester block schools. Similarly, why are students in two alternating block schools able to complete their homework in school but not in other alternating block schools? Findings such as these were not interpreted since they appear to have more to do with school ethos than schedule type. However, these findings, found in the appendices, should be of interest to school and school division level personnel intent on enhancing school improvement efforts.

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## Alternative High School Scheduling:
### A View from the Student's Desk

In 1995, the Metropolitan Educational Research Consortium (MERC) commissioned a study of alternative high school schedules to determine their effects on teaching strategies, teacher and student satisfaction, and student and school performance. This paper presents the results of the analysis of teacher surveys and focus group interviews in twelve high schools utilizing different scheduling alternatives.

**BACKGROUND.** The schedule is a structural component high school schools use to organize curriculum, and its delivery, and control student interactions. This important tool has a long history. In 1910, the Carnegie Foundation proposed 120 hours in one subject as a standard time unit to measure the worth of a high school credit. Their "Carnegie Unit" became the structural component on which schools organized and delivered the curriculum and led to the everyday schedules where classes meet four or five times a week, for 40 to 60 minutes, for 36 to 40 weeks each year. Over the years, several attempts have been made to move away from the everyday Carnegie-based schedules. In the late 1960's and early 1970's "flexible modular" schedules sought to replace lock step schedules with class periods of varying lengths of time.

In the late 1980s, reformers attempted to make schools more efficient and effective by imposed additional graduation requirements and changed the order and delivery of curricula. They also focused on strategies such as outcome-based education, alternative assessment, interdisciplinary teaching, site-based management, essential schools,

cooperative learning, and technology infusion. Block scheduling was offered as a way to facilitate the reforms. From 1988 to the present, block scheduling, which organizes at least part of the daily school schedule into blocks of time larger than 60 minutes was seen as a centerpiece of high school restructuring efforts. Today, at least 14 percent of all high schools use some form of block scheduling.

Advocates propose that block scheduling should accomplish three main intentions: (1) foster teacher classroom and work behaviors which foster greater student involvement in the learning process, (2) create better working conditions for students and teachers, and (3) not lower standards. This paper's findings can be used to determine if block scheduling is accomplishing the first two main intentions.

**METHODOLOGY.** The study used a non-experimental, correlational approach with a pre and post component on some factors (see Appendix I). The study does not meet the randomization, manipulation of treatment, and use of a control group requirements of an experimental design which would lead to inferences to a true cause and effect relationship. A summary of methodology is found on Table 1.

| TABLE 1<br>Summary of Methodology<br>The Research Questions, Data Sources and Analytic Techniques used in this Study | | |
|---|---|---|
| **Research Questions** | **Data Sources** | **Analytic Technique** |
| What effect does the schedule have on teacher classroom behavior?<br><br>What effect does the schedule have on student working conditions?<br><br>What effect does the schedule have on student behavior?<br><br>What effect does the schedule have on student performance?<br><br>How satisfied are students with their schedules? | Two sources of information were used to collect the data to answer the research questions.<br><br>(1) Survey instruments were designed to collect data on the perceptions of students at the twelve schools.<br><br>(2) On-site visits and administrator interviews were conducted at twelve schools. At six of the schools, focus group interviews with students and parents were conducted. | An analysis of variance (ANOVA) was used to highlight statistically significant differences in productivity among schedules. The standard of $p < .05$ and Eta> .05 was set to determine statistically significant findings.<br><br>These analyses were supported by on-site observation and interviews to develop a wider understanding of the perceived effects of the schedule. |

**SCHEDULES STUDIED.** Table 2 displays six high school schedules used in this study.

| Table 2<br>The Characteristics of Schedules used in this Study | | | |
|---|---|---|---|
| **Schedule** | **Schedule Type** | **Schools Studied** | **Characteristics** |
| EVERY DAY | Traditional Six Period | 1 | Everyday 6 period schedules meet 5 times a week, 50-80 minutes daily, and 36 to 40 weeks each year. Teachers teach 5 classes daily of approximately 25 students for full year. |
| SHORT BLOCK | Seven Period Day | 2 | Everyday 7 period schedules meet 5 times a week, 40-51 minutes daily, and 36 to 40 weeks each year. Teachers teach 5 classes daily of approximately 25 students for full year. |
| ALTERNATING DAY LONG BLOCK | Alternating Block # 1 | 3 | Alternating day 7 period schedules meet 88-104 minutes daily, and 36-40 weeks per year. Three classes meet on alternating days 2-3 times per week, and one (45 minute) class meets daily for a full year. Teachers teach 3 classes daily of approximately 25 students for full year. |
| | Alternating Block # 2 | 1 | Alternating day 7 period schedules meet 90 minutes daily, 36-40 weeks per year. Four classes meet on alternating days 2-3 times per week. One block is used as a study block. Teachers teach 3 classes daily of approximately 25 students for full year. |
| | Alternating Block # 3 | 2 | Alternating day 7 period schedules meet 88-90 minutes daily, 36-40 weeks per year. Four classes meet in block on alternating days 2 times per week. On Friday's each of the classes meet for 40 minute periods. Teachers teach 3 classes daily on block days of approximately 25 students for full year. |
| EVERY DAY LONG BLOCK | Semester Block | 3 | Everyday schedules meet 4 classes 85-90 minutes daily, 18-20 weeks per year. A second set of 4 classes meet daily for the second semester. Teachers teach 3 classes daily of approximately 25 students each semester. |

Of the twelve schools which participated, three schools were classified as inner city schools, five schools were classified as suburban schools and four schools were classified as rural schools.

**VARIABLES STUDIED.** The variables used to study the impact of the schedule on: teacher and student classroom behaviors, student working conditions, and performance, and student satisfaction are displayed in Table 3.

**TABLE 3**
**The Independent and Dependent Variables used in the Study**

| | *Independent Variables* | |
|---|---|---|
| *Dependent Variables* | **Structural Context** | **Social Context** |
| **Teacher Behavior** instructional delivery; instructional materials; instructional assessment<br><br>**Teacher/Student Interaction**<br>Individualized instruction, relationships, and assistance. Ability to complete homework in school, frequency of, and satisfaction with, feedback on homework.<br><br>**Student Performance**<br>Perceptions of student achievement, depth of material coverage, learning, applying learning, and understanding.<br><br>**Student Behavior**<br>Perceptions of student attendance and discipline, Student attention, boredom, attentiveness, and interest in class<br><br>**Satisfaction**<br>Student preference for the current schedule, and number of courses available. | **Schedule Characteristics** such as (1) type of schedule, (2) number of years on the schedule, and (3) number of minutes in a teaching block. | **Student characteristics** such as (1) gender, (2) race, (3) grade level, (4) attitude toward school, and (5) satisfaction with the schedule.<br>**School characteristics** such as (1) number of students graduating with the advanced diploma, and (2) number of minority students. |

**FINDINGS.** The analysis of the results produced three major findings when the responses were analyzed by schedule type. One of the findings remained significant when the data was aggregated into major schedule types (i.e., everyday short block, everyday semester long block, and alternative day long block schedules). Two findings were significant when individual schedule types were contrasted, i.e., six period, seven period, variations of

alternative block, and semester block schedules. These results are displayed in Table 4, the major effects of alternative high school schedules.

**TABLE 4**
**STUDENT PERCEPTION OF THE EFFECT OF ALTERNATIVE HIGH SCHOOL SCHEDULES**
**Major Findings**

| *FINDING* | | Number of Courses Available ETA 05 | Teacher use of Small Group Instruction ETA 05 | Teacher use of Portfolios ETA .70 |
|---|---|---|---|---|
| ***EVERYDAY SHORT BLOCK (Courses M=.25)*** | ***Sch*** | ***M*** | ***M*** | ***M*** |
| | **6** | .00 | 2.59 | 2.13 |
| | **7** | .42 | 2.77 | 2.09 |
| **ALTERNATIVE LONG BLOCK (Courses M=.58)** | **AB1** | .60 | 2.74 | 2.65 |
| | **AB2** | .49 | 2.89 | 1.89 |
| | **AB3** | .61 | 2.99 | 2.11 |
| **EVERYDAY SEMESTER BLOCK (Courses M=.87)** | **SB** | .87 | 3.09 | 2.66 |
| **Scales Significance level = p<.05, and Eta> .06** | | **+1=agree, -1=disagree** | **1=never, 5=always** | **1=never, 5=always** |

- Students in everyday semester long block schedules report significantly more satisfaction with the number of available courses to them (p<.05, Eta=.05. M=.87 on a -2 to +2 scale) than students in everyday short block schedules (M=.27), and alternating long block schedules (M=.57). Students on the alternating long block schedules which do not utilize a study block report the second highest level of satisfaction with the number of available courses (M=.60 and .61 respectfully). Students in the alternating block schedule utilizing the study block (M=.49), and the seven period day schedule (M=.42) are the next most satisfied with the number of

classes available to them. Students on the six period schedule are the least satisfied with the number of courses available to them (M=.00). Considering the fact that students on semester block schedules have access to 32 credits during their high school career compared to 24 credits afforded by the six period schedule, and 28 credits afforded by the alternating seven period block schedules, the finding is not surprising.

- Students in everyday semester long block schedules perceive their teachers using significantly more group instruction ($p<.05$, Eta=.05. M=3.09 on a 1 to 5 scale) than students in alternating long block, and everyday short block schedules. Students in alternating long block schedules which employ two days on the block and one day when each of the classes meet report the next highest occurrence of group instruction (M=2.99). To determine if the number of minutes in a block were related to teacher instructional behavior, correlation coefficients were obtained for the relationship between minutes and twenty-six dependent variables (See Appendix B, p. 7). The only significant Pearson's r correlation coefficient (.1830) indicated a positive relationship between minutes and length of time in the block. This finding suggests that use of group instruction increases as the number of minutes in class increase (and group instruction decreases as minutes decrease). These data support the findings from Pisapia and Westfall's (1996) analysis of teacher perceptions of the impact of alternative schedules on instructional delivery (less whole class instruction, more group instruction). Combining the findings of the

earlier teacher report with these findings indicate that school improvement strategies aimed at changing teacher instructional delivery are facilitated by longer blocks of class time.

- Students in everyday semester long block schedules report that their teachers use portfolios to assess their performance significantly more often ($p<.05$, Eta.05=.70. M=2.66) than students in schools using six periods per day schedules (m= 2.11), and the alternating long block schedules with the exception of alternating block 1 schedules (m=2.65). Teachers in the seven period day schedule and the alternating block schedule utilizing a study block reportedly use portfolios the least often. It could be argued that teacher use of portfolios is affected by school improvement strategies followed by the school. However, the data indicated that these strategies are facilitated by longer blocks of classroom time.

No significant findings are associated with schedule type for homework, student/teacher relationships, curriculum and general student satisfaction. However, the analysis identified many significant differences, which may or may not be attributed to the schedule, when the data was analyzed by school. For example, why are students in one semester block school able to complete their homework in school to a significantly greater degree than other semester block schools. Similarly, why are students in two alternating block schools able to complete their homework in school but not in other alternating block schools? Findings such as these were not interpreted since they appear to have more to do with

school ethos than schedule type. However, these findings should be of interest to school and school division level personnel intent on enhancing school improvement efforts. These findings can be reviewed in Appendix C through I of this report (i.e., see pg. 4, Appendix C). In addition to the survey data gathered for this study, on-site interviews were held with students. Their comments are found in summaries of the focus group interviews (Appendix B).

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## Appendices


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# APPENDIX A

# METHODOLOGY

APPENDIX A - METHODOLOGY

## Data Sources

Three sources of information were used to collect the data to answer the research questions, and each are described in the sections that follow. First, MERC survey instruments were used to collect data on the perceptions of teachers and students at twelve high schools (this report focuses on the student data). The survey also requested respondent-level demographic information from the participants. Secondly, demographic information from each school was used. Finally, a series of focus group interviews with students were conducted in six alternating block schools (these six schools could even be divided into three different types of alternating block schedules), three semester block schools, one six period day school, and two seven period day schools.

### 1. Surveys

One method of investigation utilized in this study was the descriptive non-experimental design survey method. Surveys were developed specifically for this study by an appointed MERC survey design committee. The surveys were primarily designed to assess 1) *levels of satisfaction* with student achievement, course opportunities, instructional strategies, and relationships, and 2) *frequencies* of and *changes* in instructional practices and other school-related behaviors at each school. The Student Survey can be found in Appendix I of this report.

#### Item Selection

The items on the survey were developed by the Alternative Scheduling Study Group to assess school-related perceptions, behaviors, practices and levels of satisfaction with scheduling options. The items were initially developed by the Study Group to reflect respondents' perceptions regarding four general areas of inquiry. The four areas of inquiry were grouped under the general headings of: Organizational Profile, Curriculum and Instruction Profile, Student Achievement and Behavior Profile, and the Satisfaction Profile. The content of the survey instrument was based on information about scheduling issues collected during a review of the scheduling literature prepared by one of the MERC researchers (Westfall, 1994). Most items on the surveys were adapted (most with little or no alteration) from the items used in published articles on the evaluation of secondary school scheduling. Additional survey items were developed by the study group on consultation with instructional specialists in various subjects to address specific concerns in their field. Further, several items were developed by the study group to address specific concerns of students, parents, teachers, administrators, and various other members of the school communities.

**Pilot Survey**

Following the initial selection of items, the survey was piloted with students. A pilot test was conducted to assist in the reduction of the threat to internal validity based on instrumentation. The pilot study participants were not affiliated with the sample population of schools participating in the research study. A group of ten students from a high school that was not participating in the actual study served as the pilot panel. The school was chosen because of its similarity in demographic characteristics to the high schools participating in the study. The pilot participants were seated together in an auditorium room and a draft of the survey was distributed to them by a team of researchers. Responses were received from 100% of the pilot study participants for a total of ten student responses. Participants in the pilot school were asked to respond to the survey itself and also to note on the top of the survey the time they began the survey and the time they competed it. They were instructed to write their opinions on item clarity, including any items that were unclear or otherwise difficult to answer, and general comments directly on the survey. After completing the survey, the pilot respondents were also encouraged to address comments to the research team as well.

Based in part of the comments of those students who completed the pilot surveys, several items were dropped, and several others revised in minor ways in order to decrease ambiguity. The comments formed the basis for a modest revision of the survey, in which problematic items, including several apparently redundant items, were deleted or reworded for greater clarity. In such instances, an effort to make the intended distinctions more obvious. The vocabulary utilized in the statements was modified to ensure readability and the appropriateness of terminology. In addition, changes were made in the survey format in order to simplify the response task. The revisions resulted a final total of 86 items on the student survey. Based on item content, the items on the survey were divided into five sections (see Survey Design).

**Survey Design**

As mentioned above, the final Student survey items were organized into five major sections. The following item counts are for the final versions of the survey:

| | |
|---|---|
| SECTION 1: | Frequencies of Classroom Practices (28 items) |
| SECTION 2: | Satisfaction (29 items) |
| SECTION 3: | Scheduling (10 items) |
| SECTION 4: | Demographics (14 items) |
| SECTION 5: | Advantages/Disadvantages (5 items) |

The first section was composed of items that were aimed at identifying the frequency with which certain activities and practices occurred at their school this year compared to last year, and was considered a **process change/frequency scale**. Section 2 assessed respondents' **level of satisfaction** with school-related activities and practices. For questions in the first two sections, forced choice Likert-type sales were

developed. Section 1 response options numbered from 1 to 5; 5 indicated Always, 4 Most of the Time, 3 Some of the Time, 2 Seldom, and 1 indicated Never. Since it is possible that some respondents might not have enough information to answer each question, a sixth response option was included that was labelled 8 and called "Don't Know". Response options in Section 2 numbered from -2 to +2; +2 indicated Strongly Agree, +1 Agree, 0 Neutral, -1 Disagree, and -2 indicated Strongly Disagree. Again, an additional response option was included that was labelled "Don't Know".

Section 3 assessed perceptions of their current high school schedule and alternative schedules and Section 4 contained demographic questions. Both sections 3 and 4 contained various forced-choice response modes appropriate for each question. In Section 5, the survey provided respondents the opportunity to give short answers to specific prompts. The student survey contained five open-ended questions. The open-ended questions were reviewed and responses were coded to enable the researchers to determine the perceived advantages and disadvantages of the scheduling models.

**Survey Distribution and Collection**

Data was collected for all twelve schools during the 1994-1995 academic year. For the six schools that were in the same school district, data was collected in the Fall of 1994. For the other six schools, data collection took place in the Spring of 1995. The data collection processes were as similar as possible at all twelve schools.

For students, data was collected by surveying students at their high school. Based on the number of students enrolled at each school, the appropriate number of surveys were distributed to all twelve high schools participating in the study. Surveys were either personally distributed by MERC to school offices or sent through the U.S. Postal Service. School administrators then distributed packets of student surveys to teachers. Each packet contained enough surveys for the students in their class(es) and a set of instructions for survey distribution, asking that teachers distribute the surveys to their students. Students were assured that their responses would be anonymous.

Each school had the responsibility of deciding the manner in which its student surveys were distributed by teachers. Two options for survey distribution were suggested to school administrators, but neither was required. One option was for all teachers to give surveys to students in their second period classes on a specified day. The second recommendation was that all English teachers give surveys to their English classes in a specified day. Both methods were suggested to help ensure that all students were given the opportunity to participate in the study. The method chosen varied across schools.

For all schools, students were asked to complete the surveys in class. Students were able to mark their responses directly on the survey pages, and return the entire completed survey to their teachers. The teachers then returned the completed surveys

from their classes to a central collection point in their schools. Packets of completed surveys were then returned to the central office and were either personally picked-up by the research team or were mailed directly to MERC.

To enhance the reliability of the survey instruments, standard conditions of data collection were established as much as possible. All of the surveyed respondents received the same written instructions regarding completion of the survey instrument. A time line for responding was also consistent for all of the participants. And, as mentioned above, to ensure that the instrument's reading level and the language utilized in the survey were appropriate, the instrument was pilot-tested on the respondent's peer groups.

**Respondents**

The study group concluded that students in their third and fourth years of high school (11th and 12th graders) would probably be better able to form evaluations of teaching behaviors, learning, assessment, etc. than younger students who have more recently come from middle school. Therefore, responses from the 11th and 12th grade students at each of the 12 high schools were analyzed for this part of this study.

Out of the 2,430 students whose data were used for this study, 1514 (64%) of them were Caucasian and 538 (23%) were African American (the rest represented other minorities, or did not answer this item). Many students (1,247) reported that they have attended school in their current county for more than 10 years, whereas others had for 5-10 years (513), 3-5 years (431), 1-2 years (123) or under 1 year (103). Also, many students (1,271) reported that they had missed 0-4 days of school so far for the current school year, while 694 had missed 5-9 days, 260 had missed 10-14 days and 194 had missed 15 days or more. The grade average for most of the students was in the B-C range (1,011), with the A-B range being a close second (941); next came students with C-Ds (410), whereas fewer students reported that their grade average was in the D-F range (44). Further, when asked "how many hours a week do you spend on extracurricular activities a week?", 775 students said 0 hours per week, 517 said more than 12 hours, 439 said 10-12 hours, 338 said 7-9 hours, 196 said 4-6 hours, and 100 students said they spend 1-3 hours on extracurricular activities.

Response rates are defined as the percentage of completed surveys returned from the school, based on the number of possible respondents at the school. For students, it is calculated in the following way: (number of completed student surveys returned from a school x 100) divided by the student population of the school. There was a discrepancy in the student response rates for the schools; there is a large difference between the response rates for the six schools within the same county (those marked with an asterisk in the table below) and the six other schools. As indicated in Table 1, the response rates for the marked six schools are noticeably--about 3 times--higher (average response rate 83%) than those of the other six (average response rate 29%).

Table 1. Number of Respondents

| SCHOOL | Uncorrected Response Rate (all grades included) | TOTAL Num. of Surveys Used in Analyses (11th & 12th grades) | Number of 11th grade surveys (all used in analyses) | Number of 12th grade surveys (all used in analyses) |
|---|---|---|---|---|
| 6 Period | *89 | 255 | 96 | 159 |
| 7 Period 1 | 27 | 302 | 162 | 140 |
| 7 Period 2 | *82 | 97 | 55 | 42 |
| Alternating Blck 1 - a | 20 | 259 | 130 | 129 |
| Alternating Blck 1 - b | *76 | 233 | 108 | 125 |
| Alternating Blck 1 - c | *88 | 236 | 108 | 128 |
| Alternating Block 2 | 35 | 179 | 169 | 10 |
| Alternating Blck 3 - a | 38 | 71 | 14 | 57 |
| Alternating Blck 3 - b | 35 | 171 | 88 | 83 |
| Semester Block 1 | *87 | 123 | 123 | 0 |
| Semester Block 2 | *78 | 203 | 89 | 114 |
| Semester Block 3 | 21 | 301 | *0 | 301 |
| TOTAL | - | 2430 | 1142 | 1288 |

*At the time of data collection, this school did not yet have a 12th grade class, but they did have a large number of 11th grade respondents.

To avoid any skewness of data as the result of some school's having three times as many of their students counted, it was necessary to try to balance the number of surveys from each school. Therefore, a stratified random sample of approximately one-third of the surveys from each of the marked six schools was taken. The stratified sample was chosen such that proportionate numbers of students from each school were included. The 11th grade surveys from the marked six schools were sorted by school and then, *for each school*, approximately one-third of the surveys were randomly extracted and used. This process continued for the 12th graders for each school and ensured that proportionate numbers of students from each of the six schools were used. The stratified random sampling resulted in 2,430 11th and 12th grade student surveys from the marked six schools (exact numbers for each school are shown in

Table 1), a number more comparable to the 1,881 11th and 12th grade surveys received from the other six schools.

**2. School Demographic Data**

For use in the analyses the following information was obtained from each of the twelve schools (see Table 2): the type of schedule the school was presently using (schedule), the number of years the school had been using the current schedule (years), the number of minutes in the average class under the current schedule (minutes), and the total number of students in the school (populat.).

Table 2. School Demographic Data

| SCHEDULE | YEARS | MINUTES | POPULAT. |
|---|---|---|---|
| 6-period | 10 | 51 | 1371 |
| 7-period 1 | 10 | 45 | 1173 |
| 7-period 2 | 1 | 45 | 684 |
| Alternating block 1 - a | 4 | 104 | 1400 |
| Alternating block 1 - b | 1 | 88 | 1888 |
| Alternating block 1 - c | 2 | 88 | 1472 |
| Alternating block 2 | 3 | 85 | 1280 |
| Alternating block 3 - a | 2 | 90 | 674 |
| Alternating block 3 - b | 2 | 90 | 800 |
| Semester block 1 | 1 | 90 | 1271 |
| Semester block 2 | 1 | 90 | 1605 |
| Semester block 3 | 3 | 90 | 1500 |

**3. Focus Group Interview Data**

While the survey provided quantifiable information to answer the research questions regarding the satisfaction levels and process changes, further verification was sought through site visits and interviews. The focus group and individual interviews were designed to elicit information that provided: (1) guidance to the research team as it reviewed the survey information, (2) insights into the interpretation of the survey data, and (3) examples, and illustrations to explain the data.

A protocol for interview activities was developed that sought insights related to the participant's experiences with the schedule being employed at each school. The protocol contained a set of focus questions that guided the discussion and note taking with each focus and individual interview. The protocol grouped guiding questions in four categories of inquiry: organizational, curriculum and instruction, student achievement and behavior, and teacher, student, and parent satisfaction.

**Site Visits.**

One or two members of the research team visited groups of students in the high schools with various schedules; individual interviews with teachers, counselors and administrators were also conducted. No attempt was made to request that information be especially prepared for the site visit. Each visit was coordinated by the school principal, or a designated administrator, and the principal investigator.

Twelve participants were invited to participate in each focus group, however, the number of participants varied across schools. The participants were selected from certain categories to help ensure the representation of various populations in the focus group interviews. Based on these categories, focus group participants were randomly selected from data bases housed on computers found in the school division central offices. The categories included students enrolled in at least one: advanced placement, foreign language, special education, and/or performing arts class; and a student who transferred into the school.

The lists of selected student participants were sent to the principal investigator who distributed them to the site coordinator along with a suggested time schedule for the visit. Individual and group interviews were scheduled by the site coordinator with individuals in each of several selected categories. The site coordinator was responsible for establishing the final schedule for the meetings and to assure that proper school procedures were followed. Focus group sessions were usually scheduled with students during the school day.

Each focus group interview was tape recorded and members of the team also took appropriate notes related to the interview protocol. Participants were assured that their responses would be confidential and the tape would only be referred to by the researchers when drawing their conclusions and writing the final report. They were further assured that if the researchers used quotes in the report to illustrate a point they would be made anonymously.

The site visit team debriefed following each visit. Each member submitted a brief summary of the vignettes, special testimonials, and examples that illustrated the findings from the survey data.

## DATA ANALYSIS

### Survey Analyses

In all analyses, the numbers of respondents who did not answer and who answered "don't know" were extracted from calculation. The analyses were conducted from the responses of those who responded by circling one of the other five response options on the survey. The original five response options were averaged to produce a mean which could be tested for significant differences. Since this study was concerned with investigating the effects of the schools' schedules on survey responses, analyses using inferential statistics were conducted. Along with a good study design, inferential statistics enable us to determine the extent to which a schools' schedule and/or other variables may impact survey responses.

As mentioned above, the study's primary purpose was to determine the effects of the different scheduling options (an independent variable) on several dependent variables measured by the survey (see Independent and Dependent Variables section, below). The dependent variables are ones of interest to not only to educational researchers but to everyone involved in school communities. Secondly, we were interested in the effects of variables other than the schedule (i.e., other independent variables) on the dependent variables.

A general factorial analysis of variance (ANOVA) using unique partitioning of the sums of squares was the primary statistical procedure used in this study. An ANOVA is useful when respondents can be classified into groups (e.g., different schedule types) and the interest of the study is whether the groups are different on some measure (e.g., on their responses to question 1 of the survey). Specifically, an ANOVA is a test used to determine if the observed differences between means on a dependent variable (e.g., the mean, or average, responses of each school on question 1 of the survey) can be attributed to just natural variability, and therefore are really not different on the dependent variable, or whether it's reasonable to believe that the different groups (e.g., schedules) do, indeed, have different responses. If the ANOVA indicates that the means are statistically different, it is reasonable to conclude that the grouping variable (e.g., schedule) is the cause of the differences. The grouping variable is referred to as the independent variable.

Statistical significance was determined by looking at two numbers that result from the ANOVA. The first of these is the probability level. Items for which the probability level (p-value, or alpha level) was below the standard .05 level of significance (indicating that independent, grouping, variable has a significant effect on the item's means) were considered statistically significant at this initial phase. A probability level under .05 means that the odds of getting this result by chance are less than one in twenty. While this a normally accepted level in behavioral science and education research, the large sample sizes led us to conduct a test of effect size to ensure that findings reported in

the study were not only statistically significant but also practically significant (Tabachnick & Fidell, 1989). Therefore, any significant analysis at p<.05 was examined to see if the effect size was large enough to be considered statistically significant for this study. Items for which the effect size measure (Eta-squared) reached at least the standard .05 level (indicating that 5% of the variance in the item can be accounted for by the schedule type) were considered to have been at least moderately impacted by the schedule (using conventional effect size guidelines for the social and educational sciences) and are reported in this report. Effect size (or the size of the relationship) was employed as the second criterion for reporting a relationship as significant to insure that the results of the analysis had practical utility and to determine the strength of the association.

In sum, to declare a statistical effect 'real' we required it to be statistically significant (at the conventional p< = .05 level) and also to exceed an effect size criterion of Eta squared of .05 (5%) or higher. That is, if 5% or more of the variance in a survey item could be accounted for by the school, the relationship was considered empirically meaningful, and is documented in this report. If the relationship did not meet this criterion it is not referred to as a significant finding in this report. Effect size cutoffs (.05) employed in this study are generally considered moderate relationships among variables in the social sciences. It indicates that knowledge of the value of one of the two variables (e.g., schedule) moderately increases our ability to predict the value of the other (e.g., the frequency of group activities used in the classroom). We expected that the schedule type would have a 'real' effect on all 26 dependent variables, however, this hypothesis was only partially supported (see Results section in report, or Appendix B - Significant Findings).

**Independent and Dependent Variables**

| Independent Variables - 6 total | Dependent Variables - 8 groups, 26 total |
|---|---|
| **General schedule type**<br>(3 types) | **Instruction**<br>(4 items) |
| **Specific schedule type**<br>(6 types) | **Homework**<br>(3 items) |
| **School**<br>(12 schools) | **Student Attention**<br>(3 items) |
| **Length of class/block, in minutes**<br>(6 categories) | **Student/Teacher Relationships**<br>(4 items) |
| **Number of years on schedule**<br>(5 categories) | **Assessment**<br>(3 items) |
| **School population**<br>(12 categories) | **Learning/Content**<br>(6 items) |
| | **Number of courses**<br>(1 item) |
| | **Satisfaction**<br>(2 items) |

**Independent Variables**

General schedule type

1. traditional - 6 & 7 period / short block, everyday
2. alternating block / long block, every other day
3. semester block / long block, everyday

Specific schedule type

1. traditional 6 period day
2. traditional 7 period day
3. alternating block - type 1
4. alternating block - type 2
5. alternating block - type 3
6. semester block / 4 x 4

School

1. traditional 6 period day
2. traditional 7 period day
3. traditional 7 period day
4. alternating block - type 1
5. alternating block - type 1
6. alternating block - type 1
7. alternating block - type 2
8. alternating block - type 3
9. alternating block - type 3
10. semester block / 4 x 4
11. semester block / 4 x 4
12. semester block / 4 x 4

Length of class/block, in minutes

1. 45 minutes
2. 51 minutes
3. 85 minutes
4. 88 minutes
5. 90 minutes
6. 104 minutes

Number of years on schedule

1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. 10 years

School population

1. pop. 674
2. pop. 684
3. pop. 800
4. pop. 1173
5. pop. 1271
6. pop. 1280
7. pop. 1371
8. pop. 1400
9. pop. 1472
10. pop. 1500
11. pop. 1605
12. pop. 1888

**Dependent Variables**

As indicated in the table above, the dependent variables fall into 8 main categories. The specific questions that are included in each category are as follows (survey item numbers are given first -- those that start with "q2" are in Section 2 of the survey; "q3" in Section 3):

1. Instruction

q1 - My teachers use group activities in my classes
q3 - Most class time is spent in whole class instruction
q18 - My teachers use whole class lecture in my classes
q2q7 - The teaching methods of my teachers are the same as they've always been

2. Homework

q11 - I am able to complete my homework in school
q12 - Teachers provide feedback on my homework
q2q27 - I am satisfied with the feedback that teachers provide on my homework

3. Student Attention
q6 - I am bored in my classes
q8 - I have problems with attentiveness in my classes
q9 - I have problems with interest in my classes

4. Student/Teacher Relationships
q4 - My teachers work with me in individual study
q2q19 - I am satisfied with the quality of my relationships with my teachers
q2q22 - My teachers know my strengths and weaknesses
q2q25 - I am satisfied with the amount of help my teachers give me

5. Assessment
q15 - My teachers use samples of my work collected in portfolios to assess my performance
q16 - My teachers use essay questions to assess my performance
q17 - My teachers use multiple choice and true-false questions to assess my performance

6. Learning/Content
q2q5 - I am satisfied with the level of academic challenge I am provided
q2q9 - I am satisfied with my achievement this year as reflected in my grades
q2q11 - I am satisfied with the depth of coverage of material in my classes
q2q12 - I am satisfied that I am learning as much this year as last year
q2q13 - I am satisfied that I can apply what I have learned
q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes

7. Number of Courses
q2q14 - I am satisfied with the number of courses available to me

8. Satisfaction
q3q5 - I like the current daily schedule of classes at my school
q3q7 - Considering all your impressions about the current schedule at your high school, select a response

# APPENDIX B

# SUMMARY OF FOCUS GROUP INTERVIEWS

## Appendix B

### SUMMARY OF STUDENT FOCUS GROUP INTERVIEWS

Focus group interviews were held with twelve students at each school. The interviews lasted around one hour and a half. A interview protocol was designed and followed. The groups were composed of two honors students, two advanced placement students, six average ability students and two special education students. The virtually unabridged comments are displayed as follows under the categories of teaching, learning, and cost/benefits. Within each category, comments are further categorized by type of schedule used by the school the students attended.

### IMPACT OF THE SCHEDULE ON TEACHING

Alternating Block Student Comments:

- ...you get teachers and you get this feeling like they don't have to be really innovative any more. Teachers get this feeling (this is my experience) like, well we have a new schedule, so I don't really have to be innovative or try anything new anymore because we have a new schedule. I've noticed that with some teachers. They say they're going to try new stuff but it never happens.
- ...it works pretty well time-wise, and puts more responsibility on us, but I haven't seen yet any differences in the way teachers use the expanded time, and if you're going to have larger blocks of time, you really need to do some different activities than just lecture and take notes and give it back to them the way you used to. I
- I got one teacher and he's so far behind and so determined to get through there and he's going, bam, bam, bam, bam, and I have no idea what's going on, and he doesn't care. He's just going straight forward... He's setting speed records in there--it's ridiculous.
- ...she's been pushing since day one. And, she keeps complaining about how we don't have as many days as we would if we had a 6-period schedule. And, towards the end of the year, we start having more assemblies and stuff. So, if we're on a field trip or something and there's only two people in class, she goes on to lecture anyway. She keeps going no matter what.
- I think we're learning the same. I know the areas in the book, and I think it's the same. I don't think we're learning any less.
- Last year they're just learning how to do it too. So I guess with the first year they feel like they weren't moving fast enough...but they're learning now that they need to move a little faster. That's going to happen, no matter what kind of schedule. They are moving faster this year, covering more... they're managing their time better. We can get everything done we needed to and go on to a new thing.
- I think actually they've covered more. Like in math, you don't always get to do everything in the book; they always know you get to that point so they pace themselves out to that point. Now that there's a little more time, they could kind of compact some things and rearrange some stuff so you learn more.

Alternating Block Student Comments:

- They lecture and give you notes and then they give...group work, discussion :
- [Interviewer - As a group do they actually lecture for 1-1/2 hours?] Yes. Yes. Yes.
- My teacher will **rush through 3 chapters in one class and then let you watch TV for** another week. Current events and all that.
- ...it's the teachers, it depends on the teacher...
- I thought it worked real well. Like when you do **groups**, you get to...
- ...people lose interest.....It's monotonous with an hour and a half of... lecture.
- Some of them [classes] are using more group learning and in some them you just sit there for an hour and a half and you're staring and you fall asleep after a while.
- I thought the idea was for the teachers to change their teaching habits and not all of them changed their teaching habits.
- I remember my [ ] class, I liked it, but there were some days when you didn't want to sit there and listen to them give you notes and it was like let's get on with the notes for a test next week. I thought the idea was to change the way they taught so there was more interaction between the students so we could do stuff and help each other learn and not for the teacher to stand in front of class and lecture.
- Most of my classes are cooperative learning. Like my math...
- I think English has more of the different concepts in teaching.
- Our government is all lecture.
- Who you have as a teacher is the difference (a comment made often by students on each of the different schedules studied).
- He is the best teacher I ever had. ...because he does a lot of that getting kids...involved.
- I think you learn more with group work because you don't get as tired or as bored. You can concentrate on what you're doing in an interactive class, group discussion, cooperative-type learning. Because when you're just listening to a lecture, you stop listening.



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- English is good. Works well. There are groups. It was really helpful when working on senior papers. . and now we're reading...we work in groups at least once a week. I know my teacher's trying new stuff this year. We have seminars and discuss books. She gives us a choice; if we want to discuss or read or do a book report.
- More than likely, you can find a couple of math teachers that are used to doing that because the block schedule is very similar to college schedules and the college teachers are used to teaching that way so I think if high school teachers have any knowledge of how to teach at a higher level, they're going to be a better teacher on a schedule like this. It really does help for a teacher to know what he's doing and how to manage his time rather than some college professors lecture the whole time, tell you to get a book, read this assignment, etc. and there are some teachers here that are the same way. One teacher last year would just basically give you the assignment, tell you to go home and read how to do it, if you don't understand it tomorrow, we'll go over it. If you choose to goof off, you waste your time. It all depends on the teacher.
- Some teachers are trying to do group work and stuff, but they're not used to it and I found when we do group work, if there's something I don't understand, I learn it from one of the other people in my group. Because if I don't understand something, you learn by working through it. When the teacher explains how to do something and says OK let's take, do your homework, turn in your homework and then OK, let's have a quiz, you don't do well because if you don't know what you're doing, you just thought you knew what you were doing, you get a bad grade. When you work through it with someone else... [Interviewer -So that doesn't happen in math classes?] They're not used to doing it.
- [Interviewer - what are the kinds of things they do in these classes that work?] Every day we have a little mini-group project we do and answer questions together and kind of brainstorm for ideas which is really good. Then we do sometimes skits in front of the class instead of being lectured and we're learning the same thing. We teach ourselves instead of him sitting up there. He always give us assignment questions and then we get together in our group and act it out.
- It's one of those things again where it depends solely on the teacher. He just gets up in front of class and lectures away, then gives dittos on it or an assignment out of the book...
- Every now and then he lets us do group work so it goes pretty quickly... When he does the group stuff, the class learns more.
- I think bad teachers are just like, we have to get this done. And just keep feeding it to you and feeding it to you and test you on it and keep going. There's not much discussion. I like getting away to labs and doing a little work with 3 or 4 people; I enjoy that, but you don't get a lot of that.
- We did that once in my English class this year--got in groups, about 4, and we were covering this particular period in literature and each group had a certain part of that era they had to cover and report on it. You were all responsible for putting together that material. Most teachers are like, you're going to do what I tell you to do and I just take the notes and learn the best I can. [Interviewer - Are those the teachers you would say aren't as effective as the others?] Yes. I learn a lot better when I get to read on my own, write my own papers versus taking notes for a week. And, then have a test on Tuesday and Monday night I'll break out the notes and read through them and take the test. I don't really like that.

Alternating Block Student Comment:

- feels like you have shorter day; goes by better; only 4 classes to deal with; less homework every night; have a "buffer day"
- They were talking about there being more time to manage things, but for me there's more time to put it off; I mean if you know you're going to have an odd day to do the homework, you mess yourself up because you learn something on the odd days, but you have to do the homework on the even days instead of the next day. .
- When you have homework, and a job, it's a lot easier to manage your time.
- It really puts more pressure on you to manage your time? You have to on this kind of schedule because the structure isn't there every day pushing you. You have to sort of create your own...
- They were talking about there being more time to manage things, but for me there's more time to put it off; I mean if you know you're going to have an odd day to do the homework, you mess yourself up because you learn something on the odd days, but you have to do the homework on the even days instead of the next day...
- I think there's less homework. You don't have to do six subjects.
- When I have to go to work and I have lots of homework in every class, it's difficult to get it all done. But now, I know if I do my homework for tomorrow's class, then I won't have to worry about it tomorrow night when I have to go to work. But then again you can take advantage of it, which I do.
- Managing your own time becomes habit after a while. I thought it would be hard, but it wasn't.

Alternating Block Student Comment:

- She just gives out sheets. That gets boring.
- I don't like the classes we have every day. My classes were too long. All my teachers did was lecture. I'd fall asleep. It was boring.
- It takes an hour and a half to go over things now instead of only .
- The class is too long. When you go in, you think well, I'll learn today. But by the time the first hour goes by, you're

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ready to go to sleep...it's too long, for me anyway. [How do the rest of you feel about the length?] goes pretty fast.

Semester Block Student Comments:

- Teachers think they don't have as much time so they...cram everything...they have to plan every minute.
- The amount of content they try to cover is not a problem....it's a matter of getting used to it. That's the way it is in college. I think you have to get used to it.
- I think it's easier because when it comes to our exams...study.
- It doesn't really matter how many hours there are in the day; it's just 30 minutes longer...it's just hard for hard classes to take them only half a year. They don't cover as much. It's impossible. They're just racing through it all the time - beginning to end. (Student was failing Math)
- I don't think they cover things as thoroughly. I think it's better that way because you can get the idea of it. You can get more classes in so you...
- They didn't finish last year and they're not finishing this year. I mean they probably got farther last year...
- We're in the 1970s now. We're going to finish. I'm sure Ms. ____ will make sure she gets everything in!

Semester Block Student Comments:

- It's not too bad...but the teacher's assistant lectures you the whole time and it gets really boring.
- [Interviewer - What would a good teacher using this kind of schedule do as compared to a teacher that's not as helpful to you?]
  - Well, one of them just sits there, says to stop stuff one time but doesn't have any control.
  - Variety. In my bad teacher's class, we take notes, and then she'll be teaching us how to do something and then nobody will be listening, but she'll be sitting up there teaching anyway so nobody is listening at all, either half are asleep or half are talking and she doesn't do anything about it. She just sits up there and teaches... In my good teacher's class, it's like a big discussion...than like my classes. It's not just sitting there listening to her teach--it's more of a big group thing-that's how my class is. [Interviewer - Are those the ones you think work well?] Yeah, I think it works well when the teacher works with everybody instead of just sitting there lecturing. You learn better that way. Just depends on the teacher.
  - ...teaching method. Like some days you go in group, not just the same thing every day; like, variety.
  - They don't lecture every single day for 5 days a week, but what else can you do in **history,** it's just notes and you're going to get that everywhere...
- Lectures get boring.
- One thing that would help is to get in **a group** and talk about something and debate it and that helps us understand. [Interviewer - Did you not do those things previously?] No. There wasn't as much time to do things in groups.
- Seems they do the same thing they did last year and I think that's the problem because last year the lecture was most of the period, but it was also short. This year, it's long and it's really boring.
- We've been lectured and videoed to death. I've never heard us have a good discussion.

Semester Block Student Comment:

- It's a lot easier in one semester and you get more done in two hours and less homework. It's not less homework in a class, but it's less because you've only got 4 classes.
- They check the homework every day. The homework makes a big difference. If you do good on tests and quizzes, but not homework, your grade will be down....
- I can finish more stuff...can finish at your desk. I've got time to do my homework now in class... before you had to do it during class while you're doing other stuff....
- I don't have as much homework as I did last year and I have more time in class to do it. [Interviewer - Do they let you do your homework in class?] Sometimes. It depends on the class.
- I have more homework than last year.
- More in class, but less altogether.
- Depends--last semester I had 2 electives and then 2 classes so I didn't really have that much homework...now I only have 1 elective. I like pretty hard classes.
- There's a lot less homework.
- I didn't have any less homework.
- Probably more, but I get a lot of it done in class whenever the teacher's lecturing.
- I usually don't have that much anyway because I finish in class.
- I don't think my teachers give enough homework and I hate to say that because I hate homework, but some do and some don't. [Interviewer -depends on the teacher I guess.] Depends if they want to grade it.
- Usually they just come around and check it.
- In English, it takes months to get it back.
- In Art, I'm still waiting for some stuff to be graded and it's been finished for quite a while.
- My teachers grade pretty fast this year. I think it's just the teacher.
- I notice that in 6th period they gave it back quicker. I don't know.

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Semester Block Student Comments:

- The best thing about this schedule is that you get all your classes done in one semester. You don't get as bored at the end of the year...distracted by the end of the year, summertime.
- Well, you still might be a little bit bored with school but at least you're into new content, new and different subjects and teachers.
- But I don't sit in my [ ] class like last year for over an hour taking notes, like I do this year. Some people like that, so you would hate it, even if it were just 50 minutes, plus you get it over with in one semester if you don't like [ ].
- It really depends on the teacher. - Definitely. -Yeah. -Totally.

Seven Period Schedule Student Comment:

- They usually say "we don't have no time in class". They try to cram everything in...
- I think they're covering the same because they realize they only have 45 minutes. They're more strict because you have to get certain things fit in.

Seven Period Schedule Student Comments:

- They lecture you or give you something to do so you can get out of their way.
- There was [lecture] more last year.
- My [ ] teacher is teaching the same stuff, the same style, everything. She might add new stuff, but it's just boring. She makes class period seem like it's still 55. She has a monotone voice and you can tell where she's going because she's so predictable.
- It's either all lecturing or work on the board and work this out. [ ] is just listening. Some give you a worksheet and go to the back of the room and let you work on it all time long.
- The schedule changed but it didn't really change the way teachers teach.

Seven Period Schedule Student Comments:

- Less homework I guess because they're trying to make it easy on us....
- I have time in class to do my homework?

Seven Period Day Student Comment:

- My schedule is so predictable and repetitive, it gets boring. We do the same thing every single day.
- My [ ] teacher is teaching the same stuff, the same style, everything. She might add new stuff, but it's just boring. She makes class period seem like it's still 55. She has a monotone voice and you can tell where she's going because she's so predictable.

Six Period Schedule Student Comments:

- We got a whole chapter last night in Science for homework and a quiz on it today. The same thing in Social Studies. My English teacher seems to be where he want to be.

Seven Period Day Student Comment:

- We have more quizzes especially in math.
- Teachers want their grades, they want more grades than they've had...

Six Period Day Student Comments:

- English is about 70/30 (lecturing 70)
- History - we don't a lot of group work, maybe once a week.
- Most of the time is spent on individual projects
- In my [ ] class, I think last year we did a lot more talking and discussing about the stories and what they meant and this year it's more basic questions about the story. It just depends on the teacher.

Six Period Day Student Comment:

- On a regular night, I have 2 to 2 1/2 hours of homework. Generally, history. But we get a lot of math, too.
- We get graded but they just come around and check it. We don't normally turn it in. And if, for math, we have to at least try each problem and for those we don't try, we get deductions in the grade.

**IMPACT OF SCHEDULES ON STUDENT PERFORMANCE**

Alternating Block Student Comment:

- My grades are better, but I don't know if that's because I've learned more. Maybe its because I'm realizing now that college is coming and I, you know, am taking school more seriously.
- Mine are better than before.



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- I don't think the block has negatively affected any of my grades.
- I was really killing myself for good grades last year and this year, with this scheduling, I've been able to... it's been a lot easier... because I can manage my time better

Alternating Block Student Comment:

- Teachers tend to go more in-depth in an idea, but you still get the feeling toward the end of the year that they put things off and start rushing.
- I think we are getting more in-depth... of the background of it.

Alternating Block Student Comment:

- It gives you more time to learn. You'd start to learn something and then the bell would ring before. You never got to finish.
- I think that's a problem with every class [not just FL] because you start something new on Monday and then you don't come back to it until Wednesday...
- If you learn something, it should stick with you, so I mean, it might be hard to remember it for Wednesday, but you need to remember it for longer than Wednesday. That's the purpose of learning, isn't it?
- It forces you to really learn instead of memorizing because you have to know it for a longer time.
- Short-term memorizing is not actually learning it.

Alternating Block Student Comments:

- If you miss a day, you miss a week... If you missed a day last year... and if you miss a day this year, it's like 4.
- It makes it a lot easier for people to skip classes. I know that...
- (Interviewer: "Is it easier to make up the work or harder?") Well, you miss all the material. You can't make up a lecture. I wouldn't want to anyway.

Alternating Block Student Comment:

- More kids skip class and school now because of a "lag time" in getting caught.

Semester Block Student Comment:

- Exams easier because you just learned the material. Learning better because you can focus better with only 4 classes a semester.

Semester Block Student Comment:

- I think it's better because it's easier and I am learning more. Like in history, I learned just as much as I did when I took it in 9th grade--just a shorter time period; you don't have to go through the whole year drawn out.. you can get it over with real quick and you learn just as much.
- I just think it's a different kind of...not necessarily that one is better than the other, because if you have 6 periods you have the whole year, but you only have maybe a little every day, but in 4x4 you only have 4 classes, but more homework, so I don't think one is easier than the other one, but I think you learn as much.
- I think I am learning better because I only have a couple classes to worry about. I can focus better?

Semester Block Student Comment:

- Learning more and understanding more than last year. Use stuff learned in math first semester and it was used in science second semester. (would happen at same time with 6 periods).

Semester Block Student Comments:

- (Context -In one of the focus groups a student who transferred in from a semester block school in another state indicated that Karms High School in Tennessee improved their attendance problem by instituting a "time for time" policy. Time for Time is a session to make up your classes. As the student explained,

  If you miss 5 days, you wouldn't get that credit because you've missed a lot, unless you make it up and there is a place, at school, to make it up before and after school two days a week. That's "time for time". If you got sick for a week, this was the big problem, and it got close to where school or the semester was about to get out, so they'd have to write the Board and ask permission to make it up. If you miss 2 days, that's 8 time for times you have to make up and you have to stay before or after school 8 times. Students didn't like that so it gave more reason for them to stay in. That's where that 99% good attendance came from.

  You're making up work, you have to let your teacher know you're going to time for time and they send the work up to the classroom and then you're there for an hour and a half and then you just get one class. You can make up one class in one time for time. It sounds awful, but it kept a lot of people in school. Attendance was real good. 99% for the school. I didn't miss a day and if I did, I was quick to make it up.



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3 tardies was equal to 1 absence so you had to...

- This school has a lot of restrictions, like the tardy policy. You don't get to go outside.; too many rules; school is like a "jail".
- if you miss school you know you'll have a lot of work to make up.

Semester Block Student Comments: **(These comments are the general consensus at all schools)** (Interviewer: How do students know in what classes they can get away with things?)

- The teacher. Test the teacher.
- I think it's the teacher's personality. ...whether they discipline their students or not.
- Teachers with discipline problems before with shorter class periods are still having discipline problems?

Six Period Day Student Comment:

- In English, its a broad brush. I think last year we did a lot more talking and discussing about the stories and what they meant and this year it's more basic questions about the story. (Interviewer -So discussion and conversation equates to going more in-depth?) Yes. (Interviewer - Do you learn more doing that?) I think so. You don't get as much done, but you learn more about that particular thing.

**COSTS AND BENEFITS OF SCHEDULES**

Alternating Block Student Comments:

- I took something I wanted to take but wouldn't have been able to take.
- I wanted to take something other than academic course so I'm taking a marketing class to learn something other than academics.
- I'm taking photography which I thought was really neat because my schedule wouldn't let me take just any class.

Semester Block Student Comments:

- It definitely gives you more opportunities?
- Before...basically you have one elective, if you were lucky--either in band all four years, chorus all four years, or you took keyboarding, and that stuff. Now you can be in chorus and take keyboarding. I'd like foreign language too.
- Yeah it does give you more chance to take foreign languages. I mean you can take 2 foreign languages in one year so I guess that's good.
- The biggest thing is the opportunity because before I was just involved with chorus so I could never...whenever I did my schedule, I'd always have to think about going to summer school for this or that because I wanted to take chorus all four years, but yet, and I like science, so I wanted to take Earth Science and Biology and other things, and I wouldn't have the opportunity to take advanced sciences, such as AP chemistry or something, so I think the opportunity....

Seven Period Day Student Comments:

- We have more chances to take electives like art, music and yearbook, creative writing, etc.
- I've been able to take 2 extra electives.
- It gave me a study hall. And I need it.

Six Period Day Student Comments:

- It's really hard to have an elective each year and get all your stuff in--I have to go to summer school this year just to graduate next year because my schedule would be so tough so I took a study hall instead. Which, since I'm a major in dance and theater, is not too good.
- You need 23 credits to graduate, there's not much you can do.
- I've been pretty disappointed with it this schedule because of wanting to do more and I would have rather gone to [ ] have more options next year.

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# APPENDIX C

# SUMMARY OF SIGNIFICANT FINDINGS (GROUPED BY INDEPENDENT VARIABLES)

APPENDIX C - SUMMARY OF SIGNIFICANT FINDINGS (GROUPED BY INDEPENDENT VARIABLE)

This Appendix summarizes the significant results from the appendices C-1 that follow. Shown here are the means for the significant analyses and written descriptions of their interpretations.

STUDENT MEANS BY GENERAL SCHEDULE TYPE (from AppendixD ):

| Survey Item | $Eta^2$ ↓ | 6 & 7 pd. | Alt. block | Sem. Blck. |
|---|---|---|---|---|
| **NUMBER OF COURSES** | | | | |
| q2q14 - I am satisfied with the number of courses available to me | .05 | 0.25 | 0.59 | 0.87 |

NUMBER OF COURSES

q2q14 by sched2 ($Eta^2$ = .05) - Students in the semester block schedules, as a group, report the highest level of satisfaction with the number of available courses (mean = .87). Students in the alternating block schedules, as a group, report the second highest level of satisfaction with the number of available courses (mean = .57). Students in the 6 and 7 period schedules, as a group, report the lowest level of satisfaction with the number of available courses (mean = .25). Since a response of 0 is neutral and 1 represents agreement (not strong agreement) with the statement, all three of these means, while differing in their intensity of agreement, indicate a fair level of agreement with the statement "I am satisfied with the number of courses available to me".

STUDENT MEANS BY SPECIFIC SCHEDULE TYPE (from Appendix E):

| Survey Item | Eta² ↓ | 6 period | 7 period | 1 Alt. Block | 2 Alt. Block | 3 Alt. Block | Smstr. Block |
|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | |
| q1 - My teachers use group activities in my classes | 0.05 | 2.59 | 2.77 | 2.74 | 2.89 | 2.99 | 3.09 |
| **ASSESSMENT** | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | 0.70 | 2.13 | 2.09 | 2.65 | 1.89 | 2.11 | 2.66 |
| **NUMBER OF COURSES** | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.06 | 0.00 | 0.42 | 0.60 | 0.49 | 0.61 | 0.87 |

INSTRUCTION

q1 by schedule ($Eta^2$ = .05) - Students in the Semester block 1 schedules, as a group, report that their teachers use group activities as a teaching method the most often (mean = 3.09). Students in alternating block 3 schedules report the next highest occurrence of group activities (mean = 2.99), with the alternating block 2 close behind (mean = 2.89). Students in the 7-period day and alternating block 1 schedules report the next highest level of group activities (means = 2.77 and 2.74, respectively). Finally, students in the 6 period day schedules report the lowest use of group activities by their teachers (mean = 2.59). As a reminder, a 2 on this scale indicates seldom, 3 is some of the time, and 4 is most of the time.

ASSESSMENT

q15 by schedule ($Eta^2$ = .70) - Students in the Semester block and Alternating block 1 schedules, as a group, report that their teachers use samples of their work collected in portfolios to assess their performance the most often (means = 2.66 and 2.65, respectively). The schedules with students that report the next highest frequencies are the 6-period day and alternating block 3 schedules (means = 2.13 and 2.11, respectively). Finally, the 7-period and alternating block 2 schedules have students that report the lowest teacher-use of portfolios as an assessment technique. As a reminder, a response of 1 indicates never, 2 is seldom, and 3 is some of the time.

NUMBER OF COURSES

q2q14 by schedule ($Eta^2$ = .06) - Students in the semester block schedules, as a group, report the highest level of satisfaction with the number of available courses (mean = .87). Students in alternating block schedules 1 and 3, as a group, report the second highest level of satisfaction with the number of available courses (means = .60 and .61, respectively). Students in alternating block schedule 2 and students in the 7-period day schedules report a lower level of satisfaction (means = .49 and .42, respectively). Students in the 6 period schedule

Student means by specific schedule type, continued:

report the lowest level of satisfaction with the number of available courses (mean = .00). Since a response of 0 is neutral and 1 represents agreement (not strong agreement) with the statement, five of the six means, while differing in their intensity of agreement, indicate a fair level of agreement with the statement "I am satisfied with the number of courses available to me". The 6-period mean of .00 indicates an average response that is neither agreement or disagreement, however, the unrounded mean was actually -.0040, indicating a slight tendency toward disagreement.

STUDENT MEANS BY SCHOOL (from Appendix F):

| Survey Item | Eta² 1 | 6PD | 7PD 1 | 7PD 2 | AB 1-1 | AB 1-2 | AB 1-3 | AB 2-1 | AB 3-1 | AB 3-2 | SB 1 | SB 2 | SB 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | | | | | | | |
| q1 - My teachers use group activities in my classes | 0.09 | 2.59 | 2.79 | 2.70 | 3.15 | 2.08 | 3.00 | 2.9 | 2.75 | 2.73 | 3.03 | 2.79 | 3.32 |
| **HOMEWORK** | | | | | | | | | | | | | |
| q11 - I am able to complete my homework in school | 0.05 | 2.64 | 3.11 | 2.93 | 2.86 | 2.65 | 2.76 | 2.50 | 3.43 | 2.95 | 2.41 | 2.80 | 3.26 |
| **STUDENT/TEACHER RELATIONSHIPS** | | | | | | | | | | | | | |
| q2q25 - I am satisfied with the amount of help my teachers give me | 0.05 | -0.08 | -0.08 | 0.35 | 0.06 | 0.09 | 0.12 | 0.11 | 0.46 | 0.05 | 0.37 | 0.16 | 0.55 |
| **ASSESSMENT** | | | | | | | | | | | | | |
| q16 - My teachers use essay questions to assess my performance | 0.05 | 2.90 | 3.33 | 2.92 | 3.15 | 2.91 | 2.94 | 2.91 | 2.84 | 2.51 | 3.10 | 2.88 | 3.02 |
| **LEARNING/CONTENT** | | | | | | | | | | | | | |
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | 0.06 | 0.09 | 0.10 | 0.56 | 0.22 | 0.04 | 0.40 | 0.12 | 0.71 | 0.04 | 0.67 | 0.81 | 0.68 |
| **NUMBER OF COURSES** | | | | | | | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.06 | 0.00 | 0.36 | 0.61 | 0.56 | 0.75 | 0.51 | 0.49 | 0.81 | 0.51 | 0.99 | 0.88 | 0.82 |
| **SATISFACTION** | | | | | | | | | | | | | |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | 0.05 | 1.70 | 1.79 | 1.71 | 1.51 | 1.70 | 1.51 | 1.56 | 1.87 | 1.75 | 1.34 | 1.51 | 1.53 |

INSTRUCTION

q1 by school ($Eta^2$ = .09) - SB 3's students reported the highest occurrence of group activities (mean = 3.32), followed by AB 1-2 (mean = 3.15). Reporting a slightly lower frequency of group activities was SB 1 and AB 1-3 (means = 3.03 and 3.00, respectively), followed by AB 2-1 (mean = 2.90). Both 7 PD 1 and SB 2 reported the next highest frequency (means = 2.79), followed by AB 3-1 (mean = 2.75), AB 3-2 (mean = 2.73), and 7 PD 2

(mean = 2.70). The lowest use of group activities was reported by students at 6 PD (mean = 2.59) and AB 1-2 (mean = 2.08). As a reminder, a 2 on this scale indicates seldom, 3 is some of the time, and 4 is most of the time.

HOMEWORK

q11 by school ($Eta^2$ = .05) - The schools where students report the highest frequency of being able to complete their homework in school are: AB 3-1 (mean = 3.43), SB 3 (mean = 3.26), and AB 1-2 (mean = 3.11). The next highest frequencies come from AB 3-2 (mean = 2.95), 7 PD 2 (mean = 2.93), and AB 1-2 (mean = 2.86). SB 2 (mean = 2.80), AB 1-3 (mean = 2.76), and AB 1-2 (mean = 2.65) students report they are less often able to complete their homework in school, while 6 PD (mean = 2.64), AB 2-1 (mean = 2.50), and SB 1 (mean = 2.41) students report that they are the least likely to complete homework in school. As a reminder, a 2 on this scale indicates seldom, 3 is some of the time, and 4 is most of the time.

STUDENT/TEACHER RELATIONSHIPS

q2q25 by school ($Eta^2$ = .05) - SB 3 students report the strongest level of agreement with the statement "I am satisfied with the amount of help my teachers give me" (mean = .55), followed by AB 3-1 students (mean = .46). SB 1 and 7 PD 2 students report the next highest level of agreement (means = .37 and .35, respectively), followed by SB 2, AB 1-3 and AB 2-1 (means = .16, .12, and .11, respectively). Reporting only slight agreement with the statement are AB 1-2, AB 1-2, and AB 3-2 students (means = .09, .06, and .05, respectively). 6 PD and 7 PD 1 students, on the other hand, report slight disagreement with the statement that they are satisfied with their teachers' help (means = -.08 for both). The scale for this question has a 1 indicating agree, 0 indicating neutral, and a -1 indicating disagree.

ASSESSMENT

q16 by school ($Eta^2$ = .05) - According to students, teachers at 7 PD 1 use essay questions as an assessment technique more frequently than other teachers (mean = 3.33). AB 1-2 and SB 1 students say that their teachers use essays pretty often as well (means = 3.15 and 3.10, respectively). SB 3 students report the next highest frequencies of essay questions (mean = 3.02), followed by AB 1-3, 7 PD 2, AB 1-2, AB 2-1, and 6 PD (all five means 2.90 - 2.94). SB 2 and AB 3-1 teachers reportedly use less essay questions, according to their students (means = 2.88 and 2.84, respectively), while AB 3-2 students report the lowest use of essay questions as an assessment method (mean = 2.51). As a reminder, a 2 on this scale indicates seldom, 3 is some of the time, and 4 is most of the time.

LEARNING/CONTENT

q2q9 by school ($Eta^2$ = .06) - The students reporting the highest amount of agreement with the statement "I am satisfied with my achievement this year as reflected in my grades" are from SB 2 and AB 3-1 (means = .81 and .71, respectively). Next are SB 3 and SB 1 students (means = .68 and .67, respectively), followed by 7 PD 2 and AB 1-3 students (means = .56 and .40 respectively). AB 1-2 students report a fair amount of agreement that their achievement/grades are satisfactory (mean = .22), while AB 2-1, 7 PD 1, and 6 PD's levels of agreement are lower (means = .12, .10, and .09, respectively). Lastly, AB 3-2 and AB 1-2 students report the least agreement with the statement (means = .04 for both). The scale for this question has a 1 indicating agree, 0 indicating neutral, and a -1 indicating disagree.

NUMBER OF COURSES

q2q14 by school ($Eta^2$ = .06) - The students that indicated the highest level of agreement with the statement, "I am satisfied with the number of courses available to me", were from SB 1 (mean = .99) and, secondly, from SB 2 (mean = .88). SB 3's students were also fairly agreeable to the statement (mean = .82) as were AB 3-1's students (mean = .81). AB 1-2's students gave the next highest agreement level (mean = .75) followed by 7 PD 2's students (mean = .61). AB 1-2, AB 3-2, and AB 1-3's students were not as satisfied with the number of available courses (means = .56, .51, and .51, respectively). Even less satisfied, though, were students from AB 2-1 (mean = .49) and 7 PD 1 (mean = .36). The very least satisfaction with course opportunities came from students at 6 PD (mean = .00). The scale for this question has 1 indicating agree, 0 indicating neutral, and -1 indicating disagree.

SATISFACTION

q3q7 by school ($Eta^2$ = .05) - When asked whether or not they would like to remain in their current schedule (a response of 1) or attend school under a different schedule (a response of 2), the average response from students at all high schools tended toward changing to a different schedule. AB 3-1 students, however, had the strongest lean toward wanting to change the current schedule (mean = 1.87). Next came 7 PD 1 (mean = 1.79), AB 3-2 (mean = 1.75), 7 PD 2 (mean = 1.71), 6 PD (mean = 1.70), and AB 1-2 (mean = 1.70). AB 2-1', SB 3's, AB 1-2's, AB 1-3's, and SB 2's students were less likely to want to change the current schedule (all means 1.51 - 1.56), while SB 1 students had the lowest reported desire to change their current schedule (mean = 1.34).

STUDENT MEANS BY MINUTES (from Appendix G):

The table in AppendixG provides the means and Eta$^2$ values for the ANOVAs using minutes as the independent variable. The significant analyses are summarized in the table below (significant at p<.05 and Eta2 > or = to .05). It should be noted, however, that since we are interested in whether experience on a schedule is related to any of the dependent variables, there is another appropriate analysis besides an ANOVA. That analysis would be a correlation and it is useful for determining if there is a linear effect of minutes on any of the dependent variables.

Therefore, correlation coefficients were obtained for the relationship between minutes and each of the 26 dependent variables. The only analysis that came close to significant (an Eta$^2$ of .04) was for q1. The Pearson's r correlation coefficient was .1830, indicating a positive relationship. This suggests that use of group activities increases as the number of minutes in class increase (and group activities decrease as minutes decrease). It is important to remember that a correlation only tests for linear relationships. The means for q1 that appear in Appendix G almost fall on an increasing slope, but are not definitively linearly related.

| Survey Item | Eta$^2$ ↓ | 45 min. | 51 min. | 85 min. | 88 min. | 90 min. | 104 min. |
|---|---|---|---|---|---|---|---|
| **ASSESSMENT** | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | 0.05 | 2.09 | 2.13 | 2.50 | 2.18 | 2.56 | 1.96 |
| **NUMBER OF COURSES** | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.05 | 0.42 | 0.00 | 0.92 | 0.63 | 0.66 | 0.56 |

STUDENT MEANS BY YEARS (from Appendix H):

The table in Appendix H provides the means and $Eta^2$ values for the ANOVAs using years as the independent variable. The significant analyses are summarized in the table below (significant at $p<.05$ and $Eta^2 >$ or = to .05). It should be noted, however, that since we are interested in whether experience on a schedule is related to any of the dependent variables, there is another appropriate analysis besides an ANOVA. That analysis would be a correlation and it is useful for determining if there is a linear effect of years on any of the dependent variables.

Therefore, correlation coefficients were obtained for the relationship between years and each of the 26 dependent variables. The only analysis that came close to significant (an $Eta^2$ of .04) was for q2q14. The Pearson's r correlation coefficient was -.2039, indicating a negative relationship. This suggests that satisfaction with the number of courses available to students decreases as the number of years a schedule has been in place increases (and satisfaction with courses increases as number of years decrease). It is important to remember that a correlation only tests for linear relationships, and, as indicated by the means for q2q14 below, the means do not appear to be linearly related, despite the significant Pearson's r.

| Survey Item | $Eta^2$ ↓ | 1 year | 2 years | 3 years | 4 years | 10 years |
|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | |
| q1 - My teachers use group activities in my classes | 0.06 | 2.83 | 2.87 | 3.16 | 3.15 | 2.70 |
| **NUMBER OF COURSES** | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.05 | 0.81 | 0.55 | 0.70 | 0.56 | 0.19 |

STUDENT MEANS BY POPULATION

The table in Appendix I provides the means and $Eta^2$ values for the ANOVAs using years as the independent variable. The significant analyses are summarized in the table below (significant at $p<.05$ and $Eta^2 >$ or = to .05). It should be noted, however, that since we are interested in whether population in a school is related to any of the dependent variables, there is another appropriate analysis besides an ANOVA. That analysis would be a correlation and it is useful for determining if there is a linear effect of years on any of the dependent variables.

Therefore, correlation coefficients were obtained for the relationship between population and each of the 26 dependent variables. None of the analyses came close to significant, however. This suggests that a higher population was not associated with a tendency toward either higher or lower responses on any of the dependent variables, nor was a lower population associated with higher or lower responses. It is important to remember that a correlation only tests for linear relationships.

[table of means of following page]

| Survey Item | $Eta^2$ | pop. 674 | pop. 684 | pop. 800 | pop. 1173 | pop. 1271 | pop. 1280 | pop. 1371 | pop. 1400 | pop. 1472 | pop. 1500 | pop. 1605 | pop. 1888 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | | | | | | | |
| q1 - My teachers use group activities in my classes | 0.09 | 2.75 | 2.70 | 2.73 | 2.79 | 3.03 | 2.89 | 2.59 | 3.15 | 3.00 | 3.32 | 2.79 | 2.80 |
| **HOMEWORK** | | | | | | | | | | | | | |
| q11 - I am able to complete my homework in school | 0.05 | 3.43 | 2.93 | 2.95 | 3.11 | 2.41 | 2.50 | 2.64 | 2.86 | 2.76 | 3.26 | 2.80 | 2.65 |
| **STUDENT/TEACHER RELATIONSHIPS** | | | | | | | | | | | | | |
| q2q25 - I am satisfied with the amount of help my teachers give me | 0.05 | 0.46 | 0.35 | 0.05 | -0.08 | 0.37 | -0.11 | -0.08 | 0.06 | 0.12 | 0.55 | 0.16 | 0.09 |
| **ASSESSMENT** | | | | | | | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | 0.08 | 2.66 | 2.34 | 2.65 | 2.00 | 2.66 | 1.89 | 2.13 | 1.96 | 2.13 | 2.82 | 2.41 | 2.23 |
| q16 - My teachers use essay questions to assess my performance | 0.05 | 2.84 | 2.92 | 2.51 | 3.33 | 3.10 | 2.91 | 2.90 | 3.15 | 2.94 | 3.02 | 2.88 | 2.91 |
| **LEARNING/CONTENT** | | | | | | | | | | | | | |
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | 0.06 | 0.71 | 0.56 | 0.41 | 0.10 | 0.67 | 0.12 | 0.09 | 0.22 | 0.40 | 0.68 | 0.81 | 0.04 |
| **NUMBER OF COURSES** | | | | | | | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.06 | 0.81 | 0.61 | 0.51 | 0.36 | 0.99 | 0.49 | 0.00 | 0.56 | 0.51 | 0.82 | 0.88 | 0.75 |
| **SATISFACTION** | | | | | | | | | | | | | |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | 0.05 | 1.42 | 1.30 | 1.51 | 1.52 | 1.25 | 1.26 | 1.37 | 1.26 | 1.30 | 1.93 | 1.26 | 1.42 |

# APPENDIX D

# TABLE: THE EFFECT OF GENERAL SCHEDULE TYPE ON DEPENDENT VARIABLES

## APPENDIX D - THE EFFECT OF GENERAL SCHEDULE TYPE ON DEPENDENT VARIABLES

This appendix displays the means and effect sizes for each dependent variable, by the three general schedule types. For analyses that are significant (significant at $p<.05$ and $Eta^2 >$ or = to .05), the effect size is given. Non-significant analyses are indicated with a "ns". A summary of significant analyses are summarized in Appendix C.

To interpret the means, it is necessary to know the response modes of the survey items. Either refer to the actual survey (Appendix J) or use the general rule:

q1-q29:
1=Never
2=Seldom
3=Some of the time
4=Most of the time
5=Always

q2q1-q2q29, q3q5:
+2=Strongly Agree
+1=Agree
0=Neutral
-1=Disagree
-2=Strongly Disagree

q3q7:
1=I would like to remain on the current schedule
2=I would like to each under a different schedule

| Survey Item | $Eta^2$ ↓ | 6 & 7 pd. | Alt. block | Sem. Blck. |
|---|---|---|---|---|
| **INSTRUCTION** | | | | |
| q1 - My teachers use group activities in my classes | ns | 2.70 | 2.92 | 3.09 |
| q3 - Most class time is spent in whole class instruction | ns | 3.50 | 3.38 | 3.30 |
| q18 - My teachers use whole class lecture in my classes | ns | 3.25 | 3.16 | 3.09 |
| q2q7 - The teaching methods of my teachers are the same as they've always been | ns | 0.50 | 0.00 | 0.33 |
| **HOMEWORK** | | | | |
| q11 - I am able to complete my homework in school | ns | 2.90 | 2.79 | 2.95 |
| q12 - Teachers provide feedback on my homework | ns | 2.88 | 2.99 | 3.16 |
| q2q27 - I am satisfied with the feedback that teachers provide on my homework | ns | -0.12 | -0.01 | 0.22 |

| | | | | |
|---|---|---|---|---|
| **STUDENT ATTENTION** | | | | |
| q6 - I am bored in my classes | ns | 3.38 | 3.39 | 3.20 |
| q8 - I have problems with attentiveness in my classes | ns | 2.88 | 2.91 | 2.86 |
| q9 - I have problems with interest in my classes | ns | 3.06 | 0.00 | 2.84 |
| **STUDENT/TEACHER RELATIONSHIP** | | | | |
| q4 - My teachers work with me in individual study | ns | 2.34 | 2.41 | 2.54 |
| q2q19 - I am satisfied with the quality of my relationships with my teachers | ns | 0.36 | 0.42 | 0.67 |
| q2q22 - My teachers know my strengths and weaknesses | ns | 0.25 | 0.26 | 0.37 |
| q2q25 - I am satisfied with the amount of help my teachers give me | ns | -0.02 | 0.08 | 0.39 |
| **ASSESSMENT** | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | ns | 2.10 | 2.20 | 2.66 |
| q16 - My teachers use essay questions to assess my performance | ns | 3.09 | 2.91 | 2.99 |
| q17 - My teachers use multiple choice and true-false questions to assess my performance | ns | 3.47 | 3.30 | 3.49 |
| **LEARNING/CONTENT** | | | | |
| q2q5 - I am satisfied with the level of academic challenge I am provided | ns | 0.47 | 0.47 | 0.58 |
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | ns | 0.17 | 0.21 | 0.72 |
| q2q11 - I am satisfied with the depth of coverage of material in my classes | ns | 0.27 | 0.29 | 0.34 |
| q2q12 - I am satisfied that I am learning as much this year as last year | ns | 0.32 | 0.35 | 0.42 |

| | | | | |
|---|---|---|---|---|
| q2q13 - I am satisfied that I can apply what I have learned | ns | 0.43 | 0.40 | 0.00 |
| q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes | ns | 0.26 | 0.31 | 0.44 |
| **NUMBER OF COURSES** | | | | |
| q2q14 - I am satisfied with the number of courses available to me | .05 | 0.25 | 0.59 | 0.87 |
| **SATISFACTION** | | | | |
| q3q5 - I like the current daily schedule of classes at my school | ns | 2.48 | 2.49 | 2.17 |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | ns | 1.74 | 1.61 | 1.49 |

## APPENDIX E

## TABLE: THE EFFECT OF SPECIFIC SCHEDULE TYPE ON DEPENDENT VARIABLES

## APPENDIX E - THE EFFECT OF SPECIFIC SCHEDULE TYPE ON DEPENDENT VARIABLES

This appendix displays the means and effect sizes for each dependent variable, by the six specific schedule types. For analyses that are significant (significant at $p<.05$ and $Eta^2 >$ or = to .05), the effect size is given. Non-significant analyses are indicated with a "ns". A summary of significant analyses are summarized in Appendix C.

To interpret the means, it is necessary to know the response modes of the survey items. Either refer to the actual survey (Appendix J) or use the general rule:

q1-q29:
1=Never
2=Seldom
3=Some of the time
4=Most of the time
5=Always

q2q1-q2q29, q3q5:
+2=Strongly Agree
+1=Agree
0=Neutral
-1=Disagree
-2=Strongly Disagree

q3q7:
1=I would like to remain on the current schedule
2=I would like to each under a different schedule

| Survey Item | $Eta^2$ ↓ | 6 period | 7 period | 1 Alt. Block | 2 Alt. Block | 3 Alt. Block | Smstr. Block |
|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | |
| q1 - My teachers use group activities in my classes | .05 | 2.59 | 2.77 | 2.74 | 2.89 | 2.99 | 3.09 |
| q3 - Most class time is spent in whole class instruction | ns | 3.71 | 3.36 | 3.35 | 3.50 | 3.36 | 3.30 |
| q18 - My teachers use whole class lecture in my classes | ns | 3.48 | 3.09 | 2.97 | 3.21 | 3.22 | 3.09 |
| q2q7 - The teaching methods of my teachers are the same as they've always been | ns | 0.73 | 0.36 | 0.39 | 0.44 | 0.39 | 0.33 |
| **HOMEWORK** | | | | | | | |
| q11 - I am able to complete my homework in school | ns | 2.64 | 3.06 | 3.09 | 2.50 | 2.76 | 2.95 |
| q12 - Teachers provide feedback on my homework | ns | 2.75 | 2.96 | 2.97 | 2.93 | 3.01 | 3.16 |
| q2q27 - I am satisfied with the feedback that teachers provide on my homework | ns | -0.29 | -0.01 | 0.23 | -0.14 | -0.05 | 0.22 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **STUDENT ATTENTION** | | | | | | | |
| q6 - I am bored in my classes | ns | 3.51 | 3.30 | 3.19 | 3.62 | 3.40 | 3.20 |
| q8 - I have problems with attentiveness in my classes | ns | 3.09 | 2.74 | 2.50 | 2.96 | 3.03 | 2.86 |
| q9 - I have problems with interest in my classes | ns | 3.22 | 2.96 | 2.65 | 3.30 | 3.07 | 2.84 |
| **STUDENT/TEACHER RELATIONSHIP** | | | | | | | |
| q4 - My teachers work with me in individual study | ns | 2.26 | 2.39 | 2.42 | 2.53 | 2.38 | 2.54 |
| q2q19 - I am satisfied with the quality of my relationships with my teachers | ns | 0.22 | 0.44 | 0.44 | 0.33 | 0.44 | 0.67 |
| q2q22 - My teachers know my strengths and weaknesses | ns | 0.11 | 0.34 | 0.46 | 0.10 | 0.22 | 0.37 |
| q2q25 - I am satisfied with the amount of help my teachers give me | ns | -0.08 | 0.03 | 0.17 | -0.11 | 0.09 | 0.39 |
| **ASSESSMENT** | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | 0.70 | 2.13 | 2.09 | 2.65 | 1.89 | 2.11 | 2.66 |
| q16 - My teachers use essay questions to assess my performance | ns | 2.90 | 3.22 | 2.61 | 2.91 | 3.00 | 2.99 |
| q17 - My teachers use multiple choice and true-false questions to assess my performance | ns | 3.45 | 3.48 | 3.16 | 3.54 | 3.28 | 3.49 |
| **LEARNING/CONTENT** | | | | | | | |
| q2q5 - I am satisfied with the level of academic challenge I am provided | ns | 0.48 | 0.46 | 0.49 | 0.52 | 0.46 | 0.50 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | ns | 0.09 | 0.21 | 0.23 | 0.12 | 0.22 | 0.72 |
| q2q11 - I am satisfied with the depth of coverage of material in my classes | ns | 0.25 | 0.28 | 0.41 | 0.29 | 0.26 | 0.34 |
| q2q12 - I am satisfied that I am learning as much this year as last year | ns | 0.30 | 0.33 | 0.42 | 0.42 | 0.31 | 0.42 |
| q2q13 - I am satisfied that I can apply what I have learned | ns | 0.30 | 0.52 | 0.74 | 0.24 | 0.33 | 0.57 |
| q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes | ns | 0.14 | 0.33 | 0.49 | 0.19 | 0.28 | 0.44 |
| **NUMBER OF COURSES** | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.06 | 0.00 | 0.42 | 0.60 | 0.49 | 0.61 | 0.87 |
| **SATISFACTION** | | | | | | | |
| q3q5 - I like the current daily schedule of classes at my school | ns | 2.40 | 2.54 | 2.60 | 2.49 | 2.45 | 2.17 |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | ns | 1.70 | 1.77 | 1.78 | 1.56 | 1.57 | 1.49 |

# APPENDIX F

# TABLE: THE EFFECT OF SCHOOL ON DEPENDENT VARIABLES

## APPENDIX F - THE EFFECT OF SCHOOL ON DEPENDENT VARIABLES

This appendix displays the means and effect sizes for each dependent variable, by the twelve schools. For analyses that are significant (significant at $p<.05$ and $Eta^2 >$ or = to .05), the effect size is given. Non-significant analyses are indicated with a "ns". A summary of significant analyses are summarized in Appendix C.

To interpret the means, it is necessary to know the response modes of the survey items. An abbreviated form of the response options for each survey item is provided under the survey questions to assist in the interpretation of the means. The full set of response options can be found in the Appendix J- the student survey.

| Survey Item | $Eta^2$ ↓ | 6PD | 7PD 1 | 7PD 2 | AB 1-a | AB 1-b | AB 1-c | AB 2 | AB 3-a | AB 3-b | SB 1 | SB 2 | SB 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | | | | | | | |
| q1 - My teachers use group activities in my classes<br>1 - Never<br>5 - Always | 0.09 | 2.59 | 2.79 | 2.70 | 3.15 | 2.08 | 3.00 | 2.89 | 2.75 | 2.73 | 3.03 | 2.79 | 3.32 |
| q3 - Most class time is spent in whole class instruction<br>1 - Never<br>5 - Always | ns | 3.71 | 3.36 | 3.38 | 3.38 | 3.49 | 3.19 | 3.50 | 3.14 | 3.44 | 3.45 | 3.51 | 3.10 |
| q18 - My teachers use whole class lecture in my classes<br>1 - Never<br>5 - Always | ns | 3.48 | 3.05 | 3.22 | 3.18 | 3.39 | 3.07 | 3.21 | 2.84 | 3.02 | 3.28 | 3.16 | 2.96 |
| q2q7 - The teaching methods of my teachers are the same as they've always been<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.73 | 0.32 | 0.38 | 0.38 | 0.50 | 0.31 | 0.44 | 0.46 | 0.37 | 0.27 | 0.40 | 0.30 |



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| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **HOMEWORK** | | | | | | | | | | | | | |
| q11 - I am able to complete my homework in school<br>1 - Never<br>5 - Always | 0.05 | 2.64 | 3.11 | 2.93 | 2.86 | 2.65 | 2.76 | 2.50 | 3.43 | 2.95 | 2.41 | 2.80 | 3.26 |
| q12 - Teachers provide feedback on my homework<br>1 - Never<br>5 - Always | ns | 2.75 | 2.89 | 3.18 | 2.87 | 3.18 | 3.01 | 2.93 | 3.03 | 2.95 | 2.99 | 3.06 | 3.29 |
| q2q27 - I am satisfied with the feedback that teachers provide on my homework<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | -0.29 | -0.10 | 0.26 | -0.07 | 0.00 | -0.09 | -0.14 | 0.48 | 0.13 | 0.12 | 0.11 | -0.33 |
| **STUDENT ATTENTION** | | | | | | | | | | | | | |
| q6 - I am bored in my classes<br>1 - Never<br>5 - Always | ns | 3.50 | 3.31 | 3.27 | 3.37 | 3.46 | 3.36 | 3.62 | 2.57 | 3.46 | 3.25 | 3.33 | 3.09 |
| q8 - I have problems with attentiveness in my classes<br>1 - Never<br>5 - Always | ns | 3.09 | 2.74 | 2.74 | 2.95 | 3.14 | 3.01 | 2.96 | 2.25 | 2.60 | 2.79 | 3.04 | 2.77 |
| q9 - I have problems with interest in my classes<br>1 - Never<br>5 - Always | ns | 3.22 | 2.98 | 2.91 | 3.09 | 3.11 | 2.99 | 3.30 | 2.40 | 2.76 | 2.77 | 2.93 | 2.80 |
| **STUDENT/TEACHER RELATIONSHIPS** | | | | | | | | | | | | | |
| q4 - My teachers work with me in individual study<br>1 - Never<br>5 - Always | ns | 2.26 | 2.32 | 2.63 | 2.50 | 2.26 | 2.36 | 2.53 | 2.64 | 2.33 | 2.27 | 2.39 | 2.76 |
| q2q19 - I am satisfied with the quality of my relationships with my teachers<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.22 | 0.37 | 0.67 | 0.44 | 0.41 | 0.48 | 0.33 | 0.78 | 0.30 | 0.74 | 0.48 | 0.77 |
| q2q22 - My teachers know my strengths and weaknesses<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.11 | 0.28 | 0.53 | 0.26 | 0.10 | 0.31 | 0.10 | 0.74 | 0.35 | 0.39 | 0.07 | 0.58 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| q2q25 - I am satisfied with the amount of help my teachers give me<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | 0.05 | -0.08 | -0.08 | 0.35 | 0.06 | 0.09 | 0.12 | 0.11 | 0.46 | 0.05 | 0.37 | 0.16 | 0.55 |
| **ASSESSMENT** | | | | | | | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance<br>1 - Never<br>5 - Always | ns | 2.13 | 2.00 | 2.34 | 1.96 | 2.23 | 2.13 | 1.89 | 2.66 | 2.65 | 2.66 | 2.41 | 2.82 |
| q16 - My teachers use essay questions to assess my performance<br>1 - Never<br>5 - Always | 0.05 | 2.90 | 3.33 | 2.92 | 3.15 | 2.91 | 2.94 | 2.91 | 2.84 | 2.51 | 3.10 | 2.88 | 3.02 |
| q17 - My teachers use multiple choice and true-false questions to assess my performance<br>1 - Never<br>5 - Always | ns | 3.45 | 3.48 | 3.49 | 3.37 | 3.45 | 3.24 | 3.54 | 3.34 | 3.08 | 3.49 | 3.60 | 3.42 |
| **LEARNING/CONTENT** | | | | | | | | | | | | | |
| q2q5 - I am satisfied with the level of academic challenge I am provided<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.48 | 0.40 | 0.64 | 0.49 | 0.38 | 0.50 | 0.52 | 0.57 | 0.44 | 0.76 | 0.51 | 0.55 |
| q2q9 - I am satisfied with my achievement this year as reflected in my grades<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | 0.06 | 0.09 | 0.10 | 0.56 | 0.22 | 0.04 | 0.40 | 0.12 | 0.71 | 0.04 | 0.67 | 0.81 | 0.68 |
| q2q11 - I am satisfied with the depth of coverage of material in my classes<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.25 | 0.23 | 0.41 | 0.35 | 0.14 | 0.28 | 0.29 | 0.62 | 0.32 | 0.32 | 0.23 | 0.42 |
| q2q12 - I am satisfied that I am learning as much this year as last year<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.30 | 0.33 | 0.35 | 0.41 | 0.12 | 0.38 | 0.42 | 0.51 | 0.39 | 0.41 | 0.19 | 0.59 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| q2q13 - I am satisfied that I can apply what I have learned<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 0.30 | 0.45 | 0.72 | 0.35 | 0.24 | 0.39 | 0.24 | 0.87 | 0.69 | 0.64 | 0.44 | 0.64 |
| q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 3.22 | 3.67 | 3.60 | 0.28 | 0.21 | 3.39 | 3.71 | 0.68 | 3.52 | 0.45 | 0.24 | 0.57 |
| **NUMBER OF COURSES** | | | | | | | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | 0.06 | 0.00 | 0.36 | 0.61 | 0.56 | 0.75 | 0.51 | 0.49 | 0.81 | 0.51 | 0.99 | 0.88 | 0.82 |
| **SATISFACTION** | | | | | | | | | | | | | |
| q3q5 - I like the current daily schedule of classes at my school<br>-2 - Strongly Disagree<br>+2 - Strongly Agree | ns | 2.40 | 2.62 | 2.30 | 2.34 | 2.63 | 2.39 | 2.49 | 2.14 | 2.79 | 2.36 | 2.36 | 1.96 |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response<br>1 - remain w/ current schedule<br>2 - change to different schedule | 0.05 | 1.70 | 1.79 | 1.71 | 1.51 | 1.70 | 1.51 | 1.56 | 1.87 | 1.75 | 1.34 | 1.51 | 1.53 |

## APPENDIX G

## TABLE: THE EFFECT OF MINUTES ON DEPENDENT VARIABLES

## APPENDIX G- THE EFFECT OF MINUTES ON DEPENDENT VARIABLES

This appendix displays the means and effect sizes for each dependent variable, by minutes. For analyses that are significant (significant at $p<.05$ and $Eta^2 >$ or = to .05), the effect size is given. Non-significant analyses are indicated with a "ns". A summary of significant analyses are summarized in Appendix C.

To interpret the means, it is necessary to know the response modes of the survey items. Either refer to the actual survey (Appendix D) or use the general rule:

q1-q29:
1=Never
2=Seldom
3=Some of the time
4=Most of the time
5=Always

q2q1-q2q29, q3q5:
+2=Strongly Agree
+1=Agree
0=Neutral
-1=Disagree
-2=Strongly Disagree

q3q7:
1=I would like to remain on the current schedule
2=I would like to each under a different schedule

| Survey Item | $Eta^2$ ↓ | 45 min. | 51 min. | 85 min. | 88 min. | 90 min. | 104 min. |
|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | |
| q1 - My teachers use group activities in my classes | ns | 2.77 | 2.59 | 2.88 | 2.90 | 3.02 | 3.15 |
| q3 - Most class time is spent in whole class instruction | ns | 3.36 | 3.71 | 3.49 | 3.34 | 3.28 | 3.38 |
| q18 - My teachers use whole class lecture in my classes | ns | 3.09 | 3.48 | 3.21 | 3.23 | 3.02 | 3.18 |
| q2q7 - The teaching methods of my teachers are the same as they've always been | ns | 0.34 | 0.73 | 0.35 | 0.40 | 0.36 | 0.38 |
| **HOMEWORK** | | | | | | | |
| q11 - I am able to complete my homework in school | ns | 3.06 | 2.64 | 2.66 | 2.71 | 3.01 | 2.86 |
| q12 - Teachers provide feedback on my homework | ns | 2.96 | 2.75 | 3.04 | 3.09 | 3.09 | 2.87 |
| q2q27 - I am satisfied with the feedback that teachers provide on my homework | ns | -0.01 | -0.29 | 0.11 | -0.04 | 0.18 | -0.07 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **STUDENT ATTENTION** | | | | | | | |
| q6 - I am bored in my classes | ns | 3.30 | 3.51 | 3.30 | 3.41 | 3.25 | 3.37 |
| q8 - I have problems with attentiveness in my classes | ns | 2.74 | 3.09 | 2.95 | 3.07 | 2.72 | 2.45 |
| q9 - I have problems with interest in my classes | ns | 2.96 | 3.22 | 2.87 | 3.05 | 2.87 | 3.89 |
| **STUDENT/TEACHER RELATIONSHIP** | | | | | | | |
| q4 - My teachers work with me in individual study | ns | 2.39 | 2.26 | 2.34 | 2.31 | 2.59 | 2.50 |
| q2q19 - I am satisfied with the quality of my relationships with my teachers | ns | 0.44 | 0.22 | 0.58 | 0.44 | 0.55 | 0.44 |
| q2q22 - My teachers know my strengths and weaknesses | ns | 0.34 | 0.11 | 0.18 | 0.20 | 0.43 | 0.26 |
| q2q25 - I am satisfied with the amount of help my teachers give me | ns | 0.03 | -0.08 | 0.24 | 0.10 | 0.26 | 0.06 |
| **ASSESSMENT** | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | 0.05 | 2.09 | 2.13 | 2.50 | 2.18 | 2.56 | 1.96 |
| q16 - My teachers use essay questions to assess my performance | ns | 3.22 | 2.90 | 2.96 | 2.93 | 2.86 | 3.15 |
| q17 - My teachers use multiple choice and true-false questions to assess my performance | ns | 3.48 | 3.45 | 3.56 | 3.24 | 3.36 | 3.37 |
| **LEARNING/CONTENT** | | | | | | | |
| q2q5 - I am satisfied with the level of academic challenge I am provided | ns | 0.46 | 0.48 | 0.61 | 0.40 | 0.52 | 0.49 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | ns | 0.21 | 0.09 | 0.76 | 0.22 | 0.40 | 0.22 |
| q2q11 - I am satisfied with the depth of coverage of material in my classes | ns | 0.28 | 0.25 | 0.26 | 0.21 | 0.39 | 0.35 |
| q2q12 - I am satisfied that I am learning as much this year as last year | ns | 0.33 | 0.30 | 0.27 | 0.25 | 0.49 | 0.41 |
| q2q13 - I am satisfied that I can apply what I have learned | ns | 0.52 | 0.30 | 0.52 | 0.31 | 0.58 | 0.35 |
| q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes | ns | 0.33 | 0.14 | 0.32 | 0.27 | 0.45 | 0.28 |
| **NUMBER OF COURSES** | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.50 | 0.42 | 0.00 | 0.92 | 0.63 | 0.66 | 0.56 |
| **SATISFACTION** | | | | | | | |
| q3q5 - I like the current daily schedule of classes at my school | ns | 2.54 | 2.40 | 2.36 | 2.51 | 2.30 | 2.34 |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | ns | 1.46 | 1.37 | 1.26 | 1.36 | 1.31 | 1.26 |

# APPENDIX H

# TABLE: THE EFFECT OF YEARS ON DEPENDENT VARIABLES

## APPENDIX H- THE EFFECT OF YEARS ON SCHEDULE ON DEPENDENT VARIABLES

This appendix displays the means and effect sizes for each dependent variable, by the number of years the school has been on the schedule. For analyses that are significant (significant at $p<.05$ and $Eta^2 >$ or = to .05), the effect size is given. Non-significant analyses are indicated with a "ns". A summary of significant analyses are summarized in Appendix C.

To interpret the means, it is necessary to know the response modes of the survey items. Either refer to the actual survey (Appendix J) or use the general rule:

q1-q29:
1=Never
2=Seldom
3=Some of the time
4=Most of the time
5=Always

q2q1-q2q29, q3q5:
+2=Strongly Agree
+1=Agree
0=Neutral
-1=Disagree
-2=Strongly Disagree

q3q7: 1=I would like to remain on the current schedule
2=I would like to each under a different schedule

| Survey Item | $Eta^2$ ↓ | 1 year | 2 years | 3 years | 4 years | 10 years |
|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | |
| q1 - My teachers use group activities in my classes | .06 | 2.83 | 2.87 | 3.16 | 3.15 | 2.70 |
| q3 - Most class time is spent in whole class instruction | ns | 3.47 | 3.27 | 3.25 | 3.38 | 3.52 |
| q18 - My teachers use whole class lecture in my classes | ns | 3.27 | 3.02 | 3.05 | 3.18 | 3.25 |
| q2q7 - The teaching methods of my teachers are the same as they've always been | ns | 0.41 | 0.35 | 0.35 | 0.38 | 0.51 |
| **HOMEWORK** | | | | | | |
| q11 - I am able to complete my homework in school | ns | 2.69 | 2.93 | 2.98 | 2.86 | 2.89 |
| q12 - Teachers provide feedback on my homework | ns | 3.11 | 2.99 | 3.15 | 2.81 | 2.83 |
| q2q27 - I am satisfied with the feedback that teachers provide on my homework | ns | 0.10 | 0.07 | 0.16 | -0.07 | 0.18 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **STUDENT ATTENTION** | | | | | | |
| q6 - I am bored in my classes | ns | 3.36 | 3.28 | 3.28 | 3.37 | 3.40 |
| q8 - I have problems with attentiveness in my classes | ns | 2.99 | 2.75 | 2.84 | 2.95 | 2.90 |
| q9 - I have problems with interest in my classes | ns | 2.96 | 2.82 | 2.99 | 3.09 | 3.09 |
| **STUDENT/TEACHER RELATIONSHIP** | | | | | | |
| q4 - My teachers work with me in individual study | ns | 2.36 | 2.39 | 2.67 | 2.50 | 2.29 |
| q2q19 - I am satisfied with the quality of my relationships with my teachers | ns | 0.53 | 0.46 | 0.61 | 0.44 | 0.30 |
| q2q22 - My teachers know my strengths and weaknesses | ns | 0.21 | 0.39 | 0.41 | 0.26 | 0.20 |
| q2q25 - I am satisfied with the amount of help my teachers give me | ns | 0.20 | 0.14 | 0.31 | 0.06 | -0.08 |
| **ASSESSMENT** | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | ns | 2.38 | 2.40 | 2.52 | 1.96 | 2.06 |
| q16 - My teachers use essay questions to assess my performance | ns | 2.94 | 2.77 | 2.98 | 3.15 | 3.13 |
| q17 - My teachers use multiple choice and true-false questions to assess my performance | ns | 3.43 | 3.20 | 3.46 | 3.37 | 3.47 |
| **LEARNING/CONTENT** | | | | | | |
| q2q5 - I am satisfied with the level of academic challenge I am provided | ns | 0.53 | 0.49 | 0.54 | 0.49 | 0.44 |

| | | | | | | |
|---|---|---|---|---|---|---|
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | ns | 0.48 | 0.32 | 0.48 | 0.22 | 0.10 |
| q2q11 - I am satisfied with the depth of coverage of material in my classes | ns | 0.24 | 0.34 | 0.38 | 0.35 | 0.24 |
| q2q12 - I am satisfied that I am learning as much this year as last year | ns | 0.23 | 0.40 | 0.53 | 0.41 | 0.31 |
| q2q13 - I am satisfied that I can apply what I have learned | ns | 0.44 | 0.57 | 0.49 | 0.35 | 0.39 |
| q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes | ns | 0.31 | 0.41 | 0.43 | 0.28 | 0.22 |
| **NUMBER OF COURSES** | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.05 | 0.81 | 0.55 | 0.70 | 0.56 | 0.19 |
| **SATISFACTION** | | | | | | |
| q3q5 - I like the current daily schedule of classes at my school | ns | 2.45 | 2.49 | 2.16 | 2.34 | 2.52 |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | ns | 1.32 | 1.39 | 1.22 | 1.26 | 1.45 |

# APPENDIX I

# TABLE: THE EFFECT OF POPULATION ON DEPENDENT VARIABLES

## APPENDIX I - THE EFFECT OF POPULATION ON DEPENDENT VARIABLES

This appendix displays the means and effect sizes for each dependent variable, by the school populations. For analyses that are significant (significant at $p<.05$ and $Eta^2 >$ or = to .05), the effect size is given. Non-significant analyses are indicated with a "ns". A summary of significant analyses are summarized in Appendix C.

To interpret the means, it is necessary to know the response modes of the survey items. Either refer to the actual survey (Appendix J) or use the general rule:

q1-q29:
1=Never
2=Seldom
3=Some of the time
4=Most of the time
5=Always

q2q1-q2q29, q3q5:
+2=Strongly Agree
+1=Agree
0=Neutral
-1=Disagree
-2=Strongly Disagree

q3q7: 1=I would like to remain on the current schedule
2=I would like to each under a different schedule

| Survey Item | $Eta^2$ | pop. 674 | pop. 684 | pop. 800 | pop. 1173 | pop. 1271 | pop. 1280 | pop. 1371 | pop. 1400 | pop. 1472 | pop. 1500 | pop. 1605 | pop. 1888 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **INSTRUCTION** | | | | | | | | | | | | | |
| q1 - My teachers use group activities in my classes | 0.09 | 2.75 | 2.70 | 2.73 | 2.79 | 3.03 | 2.89 | 2.59 | 3.15 | 3.00 | 3.32 | 2.79 | 2.80 |
| q3 - Most class time is spent in whole class instruction | ns | 3.14 | 3.38 | 3.44 | 3.36 | 3.45 | 3.50 | 3.71 | 3.38 | 3.19 | 3.10 | 3.51 | 3.49 |
| q18 - My teachers use whole class lecture in my classes | ns | 2.84 | 3.22 | 3.02 | 3.05 | 3.28 | 3.21 | 3.48 | 3.18 | 3.07 | 2.96 | 3.16 | 3.39 |
| q2q7 - The teaching methods of my teachers are the same as they've always been | ns | 0.46 | 0.38 | 0.37 | 0.32 | 0.27 | 0.44 | 0.73 | 0.38 | 0.31 | 0.30 | 0.40 | 0.50 |
| **HOMEWORK** | | | | | | | | | | | | | |
| q11 - I am able to complete my homework in school | 0.05 | 3.43 | 2.93 | 2.95 | 3.11 | 2.41 | 2.50 | 2.64 | 2.86 | 2.76 | 3.26 | 2.80 | 2.65 |
| q12 - Teachers provide feedback on my homework | ns | 3.03 | 3.18 | 2.95 | 2.89 | 2.99 | 2.93 | 2.75 | 2.87 | 3.01 | 3.29 | 3.06 | 3.18 |
| q2q27 - I am satisfied with the feedback that teachers provide on my homework | ns | 0.48 | 0.26 | 0.13 | -0.10 | 0.12 | -0.14 | -0.29 | -0.07 | -0.09 | 0.33 | 0.11 | 0.00 |



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| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STUDENT ATTENTION** | | | | | | | | | | | | | |
| q6 - I am bored in my classes | ns | 2.57 | 3.27 | 3.46 | 3.31 | 3.25 | 3.62 | 3.51 | 3.37 | 3.36 | 3.09 | 3.33 | 3.46 |
| q8 - I have problems with attentiveness in my classes | ns | 2.25 | 2.74 | 2.60 | 2.74 | 2.79 | 2.96 | 3.09 | 2.95 | 3.01 | 2.77 | 3.04 | 0.14 |
| q9 - I have problems with interest in my classes | ns | 2.40 | 2.91 | 2.76 | 2.98 | 2.77 | 3.30 | 3.22 | 3.09 | 2.99 | 2.81 | 2.93 | 3.11 |
| **STUDENT/TEACHER RELATIONSHIPS** | | | | | | | | | | | | | |
| q4 - My teachers work with me in individual study | ns | 2.64 | 2.63 | 2.33 | 2.32 | 2.27 | 2.53 | 2.26 | 2.50 | 2.36 | 2.76 | 2.39 | 2.26 |
| q2q19 - I am satisfied with the quality of my relationships with my teachers | ns | 0.78 | 0.67 | 0.30 | 0.37 | 0.74 | 0.33 | 0.22 | 0.44 | 0.48 | 0.77 | 0.48 | 0.41 |
| q2q22 - My teachers know my strengths and weaknesses | ns | 0.74 | 0.53 | 0.35 | 0.28 | 0.39 | 0.10 | 0.11 | 0.26 | 0.31 | 0.58 | 0.07 | 0.10 |
| q2q25 - I am satisfied with the amount of help my teachers give me | 0.05 | 0.46 | 0.35 | 0.05 | -0.08 | 0.37 | -0.11 | -0.08 | 0.06 | 0.12 | 0.55 | 0.16 | 0.09 |
| **ASSESSMENT** | | | | | | | | | | | | | |
| q15 - My teachers use samples of my work collected in portfolios to assess my performance | 0.08 | 2.66 | 2.34 | 2.65 | 2.00 | 2.66 | 1.89 | 2.13 | 1.96 | 2.13 | 2.82 | 2.41 | 2.23 |
| q16 - My teachers use essay questions to assess my performance | 0.05 | 2.84 | 2.92 | 2.51 | 3.33 | 3.10 | 2.91 | 2.90 | 3.15 | 2.94 | 3.02 | 2.88 | 2.91 |
| q17 - My teachers use multiple choice and true-false questions to assess my performance | ns | 3.34 | 3.45 | 3.08 | 3.48 | 3.49 | 3.54 | 3.45 | 3.37 | 3.24 | 3.42 | 3.60 | 3.24 |
| **LEARNING/CONTENT** | | | | | | | | | | | | | |
| q2q5 - I am satisfied with the level of academic challenge I am provided | ns | 0.57 | 0.64 | 0.44 | 0.40 | 0.76 | 0.52 | 0.48 | 0.49 | 0.50 | 0.55 | 0.51 | 0.38 |
| q2q9 - I am satisfied with my achievement this year as reflected in my grades | 0.06 | 0.71 | 0.56 | 0.41 | 0.10 | 0.67 | 0.12 | 0.09 | 0.22 | 0.40 | 0.68 | 0.81 | 0.04 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| q2q11 - I am satisfied with the depth of coverage of material in my classes | ns | 0.62 | 0.41 | 0.32 | 0.23 | 0.32 | 0.29 | 0.25 | 0.35 | 0.28 | 0.42 | 0.23 | 0.14 |
| q2q12 - I am satisfied that I am learning as much this year as last year | ns | 0.51 | 0.35 | 0.39 | 0.33 | 0.41 | 0.42 | 0.30 | 0.41 | 0.38 | 0.59 | 0.19 | 0.12 |
| q2q13 - I am satisfied that I can apply what I have learned | ns | 0.87 | 0.72 | 0.69 | 0.45 | 0.64 | 0.24 | 0.30 | 0.35 | 0.39 | 0.64 | 0.44 | 0.24 |
| q2q18 - I am gaining an in-depth understanding of the subject matter in most of my classes | ns | 0.68 | 0.49 | 0.41 | 0.28 | 0.45 | 0.19 | 0.14 | 0.28 | 0.34 | 0.57 | 0.24 | 0.21 |
| **NUMBER OF COURSES** | | | | | | | | | | | | | |
| q2q14 - I am satisfied with the number of courses available to me | 0.06 | 0.81 | 0.61 | 0.51 | 0.36 | 0.99 | 0.49 | 0.00 | 0.56 | 0.51 | 0.82 | 0.88 | 0.75 |
| **SATISFACTION** | | | | | | | | | | | | | |
| q3q5 - I like the current daily schedule of classes at my school | ns | 2.14 | 2.30 | 2.79 | 2.62 | 2.36 | 2.49 | 2.40 | 2.34 | 2.39 | 1.96 | 2.36 | 2.63 |
| q3q7 - Considering all your impressions about the current schedule at your high school, select a response | 0.05 | 1.42 | 1.30 | 1.51 | 1.52 | 1.25 | 1.26 | 1.37 | 1.26 | 1.30 | 1.93 | 1.26 | 1.42 |

# APPENDIX J

# STUDENT SURVEY INSTRUMENT

APPENDIX J

# STUDENT SURVEY

The purpose of this survey is to collect your perceptions regarding school policies, processes, and practices, especially as they relate to teaching and learning. ALL RESPONSES ARE COMPLETELY CONFIDENTIAL.

## SECTION 1

**Directions:** This set of questions relates to teaching processes and classroom activities at your high school. Please **CIRCLE** the number for each item that best indicates the frequency with which the behaviors occur in ***your*** classes ***this year***. If you do not know or do not have enough information to answer any item, please circle 8 for Don't Know.

| | | Always | Most of the Time | Some of the Time | Seldom | Never | Don't Know |
|---|---|---|---|---|---|---|---|
| 1. | My teachers use group activities in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 2. | In my classes, time is distributed among whole class instruction, small group work, and individual study | 1 | 2 | 3 | 4 | 5 | 8 |
| 3. | Most class time is spent in whole class instruction | 1 | 2 | 3 | 4 | 5 | 8 |
| 4. | My teachers work with me in individual study | 1 | 2 | 3 | 4 | 5 | 8 |
| 5. | My teachers are using new instructional approaches this year | 1 | 2 | 3 | 4 | 5 | 8 |
| 6. | I am bored in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 7. | My teachers are able to cover the material for my classes in the amount of time provided | 1 | 2 | 3 | 4 | 5 | 8 |
| 8. | I have problems with attentiveness in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 9. | I have problems with interest in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 10. | My parents have contact with my teachers | 1 | 2 | 3 | 4 | 5 | 8 |
| 11. | I am able to complete my homework in school | 1 | 2 | 3 | 4 | 5 | 8 |
| 12. | Teachers provide feedback on my homework | 1 | 2 | 3 | 4 | 5 | 8 |
| 13. | My teachers use textbooks as a primary instructional tool | 1 | 2 | 3 | 4 | 5 | 8 |
| 14. | My teachers use a variety of instructional materials other than textbooks in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 15. | My teachers use samples of my work collected in portfolios to assess my performance | 1 | 2 | 3 | 4 | 5 | 8 |

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| | | Always | Most of the Time | Some of the Time | Seldom | Never | Don't Know |
|---|---|---|---|---|---|---|---|
| 16. | My teachers use essay questions to assess my performance | 1 | 2 | 3 | 4 | 5 | 8 |
| 17. | My teachers use multiple choice and true-false questions to assess my performance | 1 | 2 | 3 | 4 | 5 | 8 |
| 18. | My teachers use whole class lecture in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 19. | My teachers use worksheets in my classes. | 1 | 2 | 3 | 4 | 5 | 8 |
| 20. | My teachers require me to use multiple sources of information to answer project-based problems | 1 | 2 | 3 | 4 | 5 | 8 |
| 21. | In my classes, I use computer applications for drill and practice, and/or tutorials | 1 | 2 | 3 | 4 | 5 | 8 |
| 22. | In my classes, I use computer applications for problem-solving and/or simulated learning activities. | 1 | 2 | 3 | 4 | 5 | 8 |
| 23. | In my classes, I use computer data bases | 1 | 2 | 3 | 4 | 5 | 8 |
| 24. | In my classes, I use spreadsheets. | 1 | 2 | 3 | 4 | 5 | 8 |
| 25. | In my classes, I use wordprocessing | 1 | 2 | 3 | 4 | 5 | 8 |
| 26. | In my classes, I use computer graphics | 1 | 2 | 3 | 4 | 5 | 8 |
| 27. | In my classes, I use telecommunications. | 1 | 2 | 3 | 4 | 5 | 8 |
| 28. | I am enthusiastic about my school | 1 | 2 | 3 | 4 | 5 | 8 |

## SECTION 2

**Directions:** This set of questions relates to your satisfaction with teaching processes and classroom activities at your high school. Please **CIRCLE** the number that best indicates the level of your agreement with each item. Please answer the items based on your satisfaction with ***your*** classes ***this year***. If you do not know or do not have enough information to answer any item, please circle 8 for Don't Know.

| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|---|
| 1. | My general attitude toward my school is positive | 1 | 2 | 3 | 4 | 5 | 8 |
| 2. | Generally, I am satisfied with the amount of homework teachers assign me | 1 | 2 | 3 | 4 | 5 | 8 |
| 3. | Generally, I am satisfied with the size of my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 4. | Generally, I am satisfied with the amount of content covered this school year | 1 | 2 | 3 | 4 | 5 | 8 |
| 5. | Generally, I am satisfied with the level of academic challenge I am provided | 1 | 2 | 3 | 4 | 5 | 8 |
| 6. | Generally, I am satisfied with the effectiveness of my teachers | 1 | 2 | 3 | 4 | 5 | 8 |
| 7. | Generally, the teaching methods of my teachers are the same as they've always been | 1 | 2 | 3 | 4 | 5 | 8 |
| 8. | Generally, I believe there has been a positive change in the teaching and learning processes in my classes this year | 1 | 2 | 3 | 4 | 5 | 8 |
| 9. | Generally, I am satisfied with my achievement this year as reflected in my grades | 1 | 2 | 3 | 4 | 5 | 8 |
| 10. | Generally, I am satisfied with the quality of what I learn | 1 | 2 | 3 | 4 | 5 | 8 |
| 11. | Generally, I am satisfied with the depth of coverage of material in my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 12. | Generally, I am satisfied that I am learning as much this year as last year | 1 | 2 | 3 | 4 | 5 | 8 |
| 13. | Generally, I am satisfied that I can apply what I have learned | 1 | 2 | 3 | 4 | 5 | 8 |
| 14. | Generally, I am satisfied with the number of courses available to me | 1 | 2 | 3 | 4 | 5 | 8 |
| 15. | Generally, I am mastering important concepts | 1 | 2 | 3 | 4 | 5 | 8 |
| 16. | Generally, I am satisfied with the completion rate of my work | 1 | 2 | 3 | 4 | 5 | 8 |



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| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|---|
| 17. | In general, my attitude toward school is positive | 1 | 2 | 3 | 4 | 5 | 8 |
| 18. | Generally, I am gaining an in-depth understanding of the subject matter in most of my classes | 1 | 2 | 3 | 4 | 5 | 8 |
| 19. | Generally, I am satisfied with the quality of my relationships with my teachers | 1 | 2 | 3 | 4 | 5 | 8 |
| 20. | Generally, I am satisfied with the amount of input I have in school decisions that affect students | 1 | 2 | 3 | 4 | 5 | 8 |
| 21. | Generally, I am learning as much as I should be this academic year | 1 | 2 | 3 | 4 | 5 | 8 |
| 22. | Generally, my teachers know my strengths and weaknesses | 1 | 2 | 3 | 4 | 5 | 8 |
| 23. | In general, my attitude toward my teachers is negative | 1 | 2 | 3 | 4 | 5 | 8 |
| 24. | Generally, I wish my parents had more contact with my teachers | 1 | 2 | 3 | 4 | 5 | 8 |
| 25. | Generally, I am satisfied with the amount of help my teachers give me | 1 | 2 | 3 | 4 | 5 | 8 |
| 26. | Generally, I am satisfied with my workload | 1 | 2 | 3 | 4 | 5 | 8 |
| 27. | Generally, I am satisfied with the feedback that teachers provide on my homework | 1 | 2 | 3 | 4 | 5 | 8 |
| 28. | Generally, my parents are very involved with my teachers | 1 | 2 | 3 | 4 | 5 | 8 |
| 29. | Generally, my parents are very involved with my school activities | 1 | 2 | 3 | 4 | 5 | 8 |

## SECTION 3

**Directions:** This set of questions relates to the **CURRENT CLASS SCHEDULE** at your high school. Please check the box next to the appropriate response for each item.

1. Have you ever attended a high school (including your current high school) that was *not* on a 6-period day schedule?
   - ☐1 Yes (my current high school)
   - ☐2 Yes (a previous high school)
   - ☐3 Yes (my current high school and a previous high school)
   - ☐4 No
   - ☐5 I don't know

2. When compared to other schedules, the traditional 6-period school day provides the best opportunity for learning.
   - ☐1 Strongly agree
   - ☐2 Agree
   - ☐3 Neutral
   - ☐4 Disagree
   - ☐5 Strongly disagree

3. The traditional format of approximately 55-minute classes over approximately 180 days is beneficial to quality education.
   - ☐1 Strongly agree
   - ☐2 Agree
   - ☐3 Neutral
   - ☐4 Disagree
   - ☐5 Strongly disagree

4. There are alternative schedules that are beneficial to quality education.
   - ☐1 Strongly agree
   - ☐2 Agree
   - ☐3 Neutral
   - ☐4 Disagree
   - ☐5 Strongly disagree

5. I like the current daily schedule of classes at my school.
   - ☐1 Strongly agree
   - ☐2 Agree
   - ☐3 Neutral
   - ☐4 Disagree
   - ☐5 Strongly disagree

6. Overall, I would rate my experience of attending high school under the current schedule:
   - ☐1 Excellent
   - ☐2 Good
   - ☐3 Fair
   - ☐4 Poor
   - ☐5 Terrible

7. Considering all your impressions about the current schedule at your high school, select a response:
   - ☐1 I would like to remain in the current schedule
   - ☐2 I would like to attend under a different schedule
   - ☐3 I have no opinion
   - ☐4 I am undecided

8. If you transferred into your current high school from another high school, how successfully did your current school accommodate your transfer?
   - ☐1 Extremely successful
   - ☐2 Somewhat successful
   - ☐3 Not very successful
   - ☐4 Extremely unsuccessful
   - ☐5 I did not transfer into my current high school

9. If you transferred from another high school, what type of a schedule was your previous school on?
   - ☐1 6 period schedule
   - ☐2 7 period schedule
   - ☐3 7 period block schedule
   - ☐4 4 x 4 block schedule
   - ☐5 Other schedule (describe _____)
   - ☐6 I don't know the previous schedule
   - ☐7 I did not transfer into my current high school

10. What high school do you attend currently?

    _____



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## SECTION 4

**Directions**: This set of questions relates to demographic information. Please check the appropriate response.

1. What is your gender?
   - ☐ 1 Female
   - ☐ 2 Male

2. What is your current grade level?
   - ☐ 1 9th
   - ☐ 2 10th
   - ☐ 3 11th
   - ☐ 4 12th

3. What is your racial or ethnic background?
   - ☐ 1 African American
   - ☐ 2 Asian
   - ☐ 3 Caucasian
   - ☐ 4 Hispanic
   - ☐ 5 Native American
   - ☐ 6 Other

4. How many years have you attended Chesterfield County Public schools?
   - ☐ 1 Under 1 year
   - ☐ 2 1 - 2 years
   - ☐ 3 3 - 5 years
   - ☐ 4 5 - 10 years
   - ☐ 5 Over 10 years

5. Approximately, how many days of school did you miss ***last*** year?
   - ☐ 1 0-4 days
   - ☐ 2 5-9 days
   - ☐ 3 10-14 days
   - ☐ 4 15 days or more

6. Approximately, how many days of school have you missed ***this*** year?
   - ☐ 1 0-4 days
   - ☐ 2 5-9 days
   - ☐ 3 10-14 days
   - ☐ 4 15 days or more

7. What was your grade average for ***last*** school year?
   - ☐ 1 A-B
   - ☐ 2 B-C
   - ☐ 3 C-D
   - ☐ 4 D-F

8. What is your EXPECTED grade average for ***this*** school year?
   - ☐ 1 A-B
   - ☐ 2 B-C
   - ☐ 3 C-D
   - ☐ 4 D-F

9. If you are currently taking any of the following classes, please indicate the class level (e.g., AP, H, C, Z) and your expected grade (e.g., A, B, C, D) in that class. For those that do not apply to you, please lease blank.

| CLASS | LEVEL | GRADE |
|---|---|---|
| English | _____ | _____ |
| Math | _____ | _____ |
| Music (vocal/ instrumental) | _____ | _____ |
| Science | _____ | _____ |
| Social Studies | _____ | _____ |
| Foreign Language | _____ | _____ |
| Special Education | _____ | _____ |

10. Please list all **Honor classes** that you are currently taking and your *expected* grade in those classes. If you are not taking any Honors classes, please leave blank.

| HONORS CLASS | GRADE |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## SECTION 5

**Directions:** This next set of questions consists of "open-ended" questions. Please write your response in the space following each item.

1. What do you see as the general highlights/strengths of the current schedule? (i.e. class size, motivation, enthusiasm, improved grades, relationships with students and teachers . . .)

2. What are your major concerns about the current schedule?

3. Do you feel that the schedule is meeting your needs? In what ways does the schedule meet/not meet your hopes for your education and future?

4. What do you see as the general highlights/strengths of an alternative schedule? What are your major concerns about an alternative schedule?

5. Please share any information you think would help your high school improve its schedule.

**Thank you for completing this survey!**

11. Please list all **AP classes** that you are currently taking and your *expected* grade in those classes. If you are <u>not</u> taking any AP classes, please leave blank.

| AP CLASS | GRADE |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

12. How many hours a week do you currently work?

- ☐ 1 I do not have a job
- ☐ 2 1 - 5 hours per week
- ☐ 3 6 - 10 hours per week
- ☐ 4 11 - 15 hours per week
- ☐ 5 16 - 20 hours per week
- ☐ 6 Over 20 hours per week

13. On average, how many hours a week do you spend on extracurricular activities (including clubs and sports)?

- ☐ 1 0 hours per week
- ☐ 2 1 - 3 hours per week
- ☐ 3 4 - 6 hours per week
- ☐ 4 7 - 9 hours per week
- ☐ 5 10 - 12 hours per week
- ☐ 6 Over 12 hours per week

14. What do you think you will do immediately after you finish high school? (Check all that apply)

- ☐ 1 Go to a vocational or trade school
- ☐ 2 Go to a community or junior college
- ☐ 3 Go to a four-year college or university
- ☐ 4 Go to work full-time
- ☐ 5 Go to work part-time
- ☐ 6 Join the military services
- ☐ 7 Be a full-time homemaker
- ☐ 8 Other (specify: _____)